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ABSTRACT

Intended as a sourcebook for administrators of rural Iowa schools, this report outlines the development and implementation of a school-to-work transition program for rural youth. Part 1 discusses the need and rationale for a program to facilitate the school-to-work transition. Included among the topics addressed in this discussion are an overview of the parameters and goals of vocational and career education, ways of implementing the basic transition concepts, and linkages necessary for a true transition. Next, a planning model is examined that will aid administrators and local school boards in initiating a program that is responsive to the needs of students. Covered in the individual sections of this examination are planning for the implementation of a local transition process (an overview of the planning process, support for planning from area vocational planning councils, a planning model for local schools, coordination of local school and area council plans, and phases of a multi-year plan) as well as implementing a transition delivery model (the model's rationale and philosophy, establishing joint-effort programs, implementation guidelines, financing, center-based curriculum design, programs of instruction, center program offerings, types of programs, and a Center Model Ten Program of instruction). (MN)

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THE TRANSITION FROM SCHOOL TO WORK

A SOURCEBOOK FOR ADMINISTRATORS OF RURAL IOWA SCHOOLS

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IOWA CENTRAL COMMUNITY COLLEGE

Fort Dodge, Iowa

December 1982

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This transition process model was developed because of the need to coordinate the work of the Career/Vocational Division of the Department of Public Instruction, State of Iowa, the efforts of local school districts including community colleges, the reports of the Vocational Task Force, State of Iowa, and the development of the Area Vocational Planning Councils for the future development of career/vocational education in Iowa. Credit must be given to Iowa Central Community College for relinquishing time from my position as Assistant Superintendent of Curriculum and Instruction to conduct this work. Through the efforts of Jim Athen, Director, Career Education Division, Iowa Department of Public Instruction, and the staff of the Department of Public Instruction, direction was established as to the nature of the work. Needed assistance was provided by the inresidence program of the National Academy and the staff of the National Center for Research in Vocational Education, Ohio State University, Columbus, Ohio. The resource of the center and the staff discussion of vital segments was especially appreciated.

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THE TRANSITION FROM SCHOOL TO WORK: A SOURCEBOOK FOR ADMINISTRATORS OF RURAL IOWA SCHOOLS

INTRODUCTION

The Vocational Task Force Report (June 1980) initiated a chain of events that is hoped will lead, ultimately, to the renewal of vocational education in this state. This renewal is intended to improve the excellence and equality of the vocational education programs available to Iowa's youth. Basic to achieving this renewal is clear exposition--which results in clear understanding--of the goals to be achieved. This Sourcebook addresses one of these goals--the provision of an instructional program that enables students to move successfully from formal schooling to the workplace.

Part I of this report provides the exposition of "Transition from School to Work." It describes the need and rationale for this goal. It describes also the school factors and workplace factors that must be considered in adapting local programs to achieve the goal. It gives particular emphasis (1) to building the awareness and interests of local boards of education and communities in achieving the goal, and (2) to developing and maintaining their collaboration and support in implementing an improved program.

Part II of this book considers a planning model which will aid administrators and local boards in initiating a program responsible to the needs of students. A center concept delivery system structured around jointly-administered programs is presented, along with the parameters of a center-type curriculum model designed to meet the needs of students and business/industry in a rural setting.

The report, therefore, is a primer of vocational education for a rural setting. It is the first step--not intended to be the final answer. From this initial report, efforts should be directed to develop specific program curriculum and supporting services to meet the students' needs.

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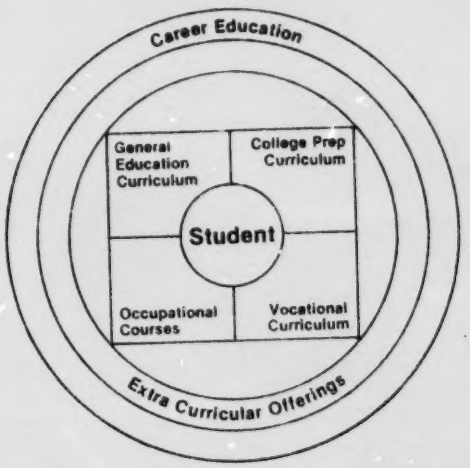
CHAPTER 1 - OVERVIEW

A. Statement of the Problem

The curriculum of the secondary schools of Iowa consists of a general education component, a college preparatory component, occupational courses, and a vocational education offering with career education and extracurricular activities melded in. With declining enrollments and staff reductions imposed by dwindling finances, the college prep offerings in many schools have been merged into the general education offerings. Because of these same forces, occupational courses have become, in many schools, the only exposure to the reality of the working world. The following diagram illustrates the total public school offerings available currently to rural Iowa secondary students.

Figure 1

SECONDARY SCHOOL CURRICULUM



Clearly, the current secondary curriculum falls short of providing all students explicit opportunities to prepare themselves for the transition from school to work.

B. Definition of Terms and Discussion of Issues

In order to discuss this shortcoming and help our boards and committees understand it, a common vocabulary is needed. While local administrators will probably wish to add to this list, explanations of the following terms and issues are critical to a study of the transition of school to work.

1. The Definitions of Vocational/Career Education
2. The Parameters of Vocational Education
3. The Goal of Vocational Education
4. The Goal of Career Education
5. The Difference between Career Education and Vocational Education
6. The Career Development Model
7. The Constructs of Vocational Education
8. The Vocational Service Areas and the Occupational Clusters
9. Vocational Education and Transferability

C. Definitions of Basic Terms Used in Vocational/Career Education

Vocational Education. Those organized educational programs which address directly the preparation of an individual with employability and job specific skills required for paid or unpaid employment: Said skills development being provided for by educational programs where baccalaureate degree requirements are not necessary for initial employment and/or further specialized training.

Career Education. The sequence of career development experiences, beginning in early childhood and continuing through adult life, that prepares individuals for present and future career opportunities.

College Prep Courses. Those courses specifically designed to assist the student to enter into baccalaureate-level college work in pursuit of a collegiate career.

General Education. Those courses specifically designed for all students in preparation for life's goals.

Multi-Occupational Program. A vocational program utilizing the cooperative method in which students with a number of different career goals participate in the same related instruction class and are provided work experience in differing occupational areas with the same coordinator.

Occupational Courses. A program consisting of "all of those activities and experiences through which one learns to work in the world of paid employment." It places primary emphasis on economic benefits from work that are not necessarily present either in vocational education or in career education.

Vocational Program. A course or sequence of courses and/or individualized learning experience leading to the development of employability skills designed for initial employment in a specific job.

Vocational Service Area. A general reference to the activities, specific projects, courses, or programs in a broad area of related job areas such as agriculture, home economics, office education, health, distributive education, trade and industrial education.

D. The Parameters of Vocational Education

Vocational education has come to be accepted as that phase of schooling which provides students the opportunity to achieve proficiency in a set of skills appropriate to a specific occupation. It is either preparatory for specific employment or supplementary to the work of those already employed in a specific occupation. Vocational education is not restricted to boys and girls in secondary schools, but is provided for any youth or adult who needs and can profit from it.

From the standpoint of subject matter, there is no clear-cut line between general and vocational education. Much that could be vocational education is found in the so-called academic education subjects. However, no general education subject, per se, can be considered properly as vocational education subject matter nor can vocational education ever be truly academic education. The difference is one of objectives and focus.

The characteristics of vocational education which distinguish it from general education are:

1. Education is vocational when it is designed to improve the efficiency of an individual in a specific occupation.
2. Education is vocational when it is taught and learned in its relationship and application to the actual job requirement of a specific occupation.
3. Education is vocational when it is of more value to persons who will pursue, or are pursuing, a specific occupation than other persons.
4. Education is vocational when it is timed so that the learner can apply it at the time it is learned to useful and productive work in a specific occupation.
5. Education is vocational when the necessary skills and knowledge of a particular occupation are being taught and learned in their practical and proper application to the work.

The modern concept of vocational education holds that its purpose is to prepare the individual for gainful employment--both initial employment and that supplementary to the daily work of the employed.

Prior to 1963, vocational legislation had emphasized training to meet the skill needs of the labor market. The Vocational Training Act of 1963 placed new emphasis on the priority directed at the employment needs of various groups within the present and potential labor force.

An Advisory Council on Vocational Education consisting of general and vocational educators and noneducators presented five operational principles for vocational education:

1. Vocational education is defined as all those aspects of educational experience which help a person to discover his talents, to relate them to the world of work, to choose an occupation, and to refine his talents and use them successfully in employment.

2. There is no longer room for any dichotomy between intellectual competence and manipulation skills and, therefore, between academic and vocational education.
3. Education cannot shed its responsibilities to the student just because he has chosen to reject the system or because it has handed him a diploma.
4. Some type of formal occupational preparation must be a part of every educational experience, as well as continual upgrading and remedial education opportunities.
5. The objective of vocational education should be the development of the individual not the needs of the labor market. The system for occupational preparation should supply a saleable skill at any terminal point chosen by the individual, yet no doors should be closed to future progress and development.[1]

The Advisory Council recommended a "unified system of vocational education" which includes seven phases or key components:

1. Occupational preparation should begin in the elementary schools with a realistic picture of the world of work and provide students with the tools to plan a satisfying role in it.
2. In junior high school, the objectives should be exposure to the full range of occupational choices which will be available at a later point and full knowledge of the relative advantages and the requirements of each.
3. Occupational preparation should become more specific in high school though preparation should not be limited to a specific occupation.
4. All students outside the college preparatory curriculum should acquire an entry-level job skill while being prepared for post-high school vocational and technical education.
5. Care should be taken not to block the upward progress of the competent student who later decides to pursue a college degree.
6. Vocational preparation should be used to make general education concrete and understandable.
7. General education should point up the vocational implications of all education.[2]

Beyond initial preparations, employed adults may want to bolster an upward occupational climb with courses and programs. Such curricular offerings should be available, in a wide range of choices, from the public school. Occupational preparation need not, and should not, be limited to the classroom, school shop, or laboratory. Many arguments favor training on the job. The idea is to merge the advantages of institutional and on-the-job training into formal cooperative work-study programs.

The school must work with employers to build a bridge between school and work. Placing the student on the job and following up his successes and failures provides the best possible information to the school on its own strengths and weaknesses.

The interrelationships of knowledge and skill always have been characteristic of vocational education and will help it continue to grow in effectiveness. The excellence of local vocational education programs can be judged by their specificity, practicality, applicability, and immediate usefulness in the development of competent workers for specific occupations. These criteria clearly differentiate the functions of vocational education from the functions of general education in the public schools of America. This distinction is further discussed in Item E of this section.

E. The Goal of Vocational Education

Vocational education is a vital part of American education. Its fundamental purpose is two-fold: (1) to equip those students who so desire with skills needed for various levels of employment in government business or industry, and (2) to be a supportive element in the economic base of the nation. To fulfill this purpose, vocational education seeks to provide those learning opportunities necessary to meet the student's career developments needs, seeks to meet the manpower needs of society, seeks to increase the employment options available to each student, and seeks to serve as a motivating force to enhance all types of learning.

Since the purposes of groups and individuals served by vocational education are diverse and often overlap with one another, vocational education responds by providing many different kinds of programs in many different settings. Minimally, these include:

1. Exploratory experiences that provide the basic elements of the career decision-making skills necessary for successful progress through a career development sequence.
2. Preparatory experiences that provide the basic development of Basic Work Skills and Basic Work Characteristics training necessary for successful entry into the labor market.
3. A sequence of career development activities that provides the following integrated elements:
   - development in basic communication, social, and mathematical skills;
   - development in job-seeking skills;
   - development in life survival economic support skills; and
   - development in occupational survival skills.
4. Adequate support services of guidance and counseling activities and placement services to complete the students' career development sequence.

F. The Goal of Career Education

Career Education has been defined in a number of ways since it was originally introduced. Educators see it as the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

Career education seeks to produce individuals who are:

1. competent in the basic academic skills required for adaptability in our rapidly-changing society;
2. equipped with good work habits;
3. equipped with a personally meaningful set of work values;
4. equipped with career decision-making, job-hunting, and job-getting skills;
5. aware of means available for continuing education;
6. equipped with ability to make source career decisions;
7. placed or actively seeking placement in an occupation, further education, or in a vocation;
8. actively seeking to find meaning through work in productive use of leisure time; and
9. aware of means available to themselves for changing career options.[3]

G. The Differences Between Career and Vocational Education

There has long been confusion regarding the differences between career education and vocational education. Those differences can be briefly stated as follows:

1. Vocational education provides the student with specific vocational skills necessary for <u>entry</u> into an occupation. Career education's thrust is to provide students with skills and attitudes necessary to function in occupational society.
2. Vocational education is defined in terms of courses and is an instructional program. Career education is defined as a system-wide effort but <u>not</u> in terms of courses or instructional programs.
3. Vocational education concerns itself almost entirely with the world of paid employment. Career education is concerned about both paid and unpaid work.
4. Vocational education as an instructional program is taught by persons called "vocational educators." Career education, as a system-wide effort, is taught a threading/weaving process, by <u>all</u> educators.
5. Vocational education concentrates its efforts on specific vocational skills. Career education seeks to add an emphasis on the importance of general career skills gained through the so-called "academic disciplines."

Vocational education and career education represent two distinctly different thrusts toward the attainment of the goal of education in preparation for work. This is no way means that vocational educators, like all other educators, are not actually engaged in career education.[4]

H. The Career Development Model

The concept of career education was made a national priority in 1970 and the states took up the task of initiating exemplary programs. As a first step, the following definition was used to guide the local school systems.

> Career education is a sequence of planned educational activities designed to develop positive student attitudes, values, knowledges, and skills toward self and the world of work that will contribute to personal fulfillment in present and future life opportunities, as well as economic independence. Career education, when incorporated into existing curriculum, has as its goal the creation of positive career objectives through the involvement of community resources and educational agencies.[5]

The above definition emphasizes three important educational functions.

1. It redirects the educational process from one being strongly dominated by the teacher and subject matter to one oriented to students and their needs and interests.
2. It recognizes that the self-actualization process and understanding of and preparation for the world of work are the two fundamental concepts upon which career education is based.
3. The definition emphasizes that the career development process is a function of the total curriculum in the school and that the involvement of community resources is necessary to the development of career objectives on the part of each student.

Based on the definition, a model for career development was produced for Iowa schools showing the relationship of the concepts to the basic curriculum. The model evolves around two basic concepts--that of self and that of the world of work. (See Appendix A for a depiction and explanation of the Iowa Career Development Model.)

I. The Parameters of Occupational Preparatory Programming

There are two basic levels of programming in vocational education: exploratory and preparatory. Exploratory programming involves sequential activities providing exposure to a broad range of jobs in all major occupational clusters and investigation of a single cluster or subcluster in greater depth. These programs provide opportunities through which the students become cognizant of personal attributes and develop understanding of and appreciation for self, the worker, and the world of work. Preparatory programming includes instructional activities and experiences designed to provide opportunities for individuals to develop marketable competencies

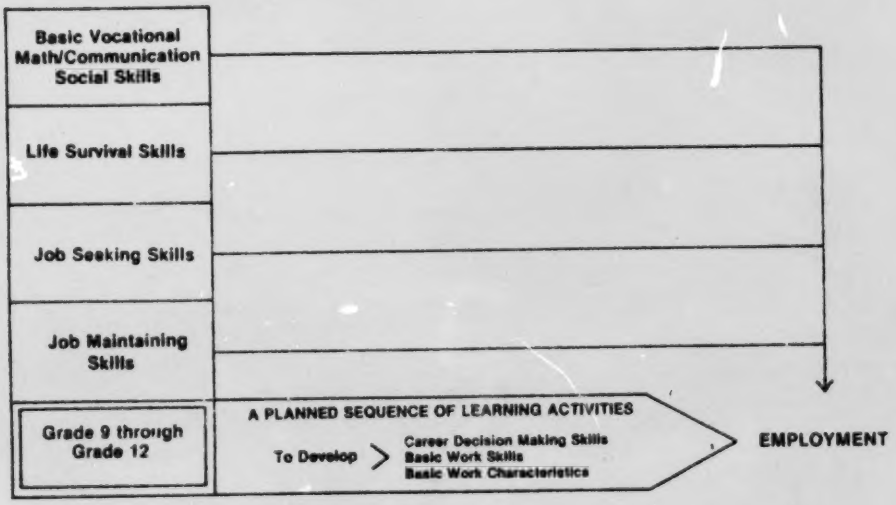
and skills for entry or re-entry into an occupation or occupational cluster. These competencies may be called general employability skills and job specific skills. In addition, through both exploratory and preparatory programming, student must have the opportunity to acquire the four kinds of skills associated with success in the work place:

1. Basic mathematical, communication, and social skills--basic intellectual skills that support career development.
2. Life-survival skills--necessary for successful, independent living and of particular importance to the handicapped.
3. Job-seeking skills--enables students to successfully locate a job and secure employment.
4. Job-Maintaining skills--enable a work to successfully maintain employment.

The following figure illustrates the parameters of vocational education with the inclusion of supportive skill development concepts associated with successful work and the career decision-making process into the needed basic work skills and work traits at the secondary level.

Figure 2

THE PARAMETERS OF OCCUPATIONAL PREPARATORY PROGRAMMING



These parameters will guide the local schools in program development and can serve as the guide for development of the annual local school application for participation into the Vocational Education process (CE 100, Department of Public Instruction, Local School Annual Application).

The basis of these parameters rests upon the proposition that general employability skills and career decision-making skills are the main thrust of the transition model. The learning activities are conducted through the identification of student career development needs and the implementation of programs to meet those needs.

Exploration skills necessarily involve a number of processes. The career decision-making process includes identification of career information, securing the information, formulating a career goal, testing that decision, and reassessment of the career goal.

The self concept construct of the Iowa Career Development Model (Appendix A) makes provision for students to compare personal characteristics with the knowledge gained from the exploration of careers. Students then identify occupational areas that most closely agree with their self concept developmental pattern. In an effort to gain a sense of the world of work, students examine the world of work as it relates to the total life of individuals and groups. Students interpret the concept of work, recognize the reasons people work, and exhibit positive attitudes toward work. Gaining a sense of career maturity allows students to react and work in varied situations involving a variety of activities.

The complete model of occupational preparation programming (Figure #2 - Page 8) is completed with the explanation of the Basic Work Skills and Basic Work Characteristics and their relationship to general employability and job specific skills.

General employability skills are those skills, knowledge, abilities, and attitudes required to successfully seek, obtain, and retain satisfactory initial employment. Job Specific Skills consist of specific knowledge and proficiencies which are necessary for entry into and for success in a specific occupation. The parameters of occupational preparation programming culminate with the inclusion of job specific skills as basic work characteristics into the secondary employability skills concept.

SECONDARY GENERAL EMPLOYABILITY SKILLS[6]

(Suggested Listing)

BASIC WORK SKILLS
(Cognitive Manipulative)

____Mechanical Aptitudes/Skills
____Math Skills
____Reading Skills
____Communication Skills
____Organizational Skills
____Recordkeeping Skills
____Measurement Skills
____Typing Skills
____Telephone Skills
____Shorthand/Dictaphone Skills
____Accounting Skills
____Office Machines Skills
____Computer Operator Skills

BASIC WORK CHARACTERISTICS
(Affective Characteristics)

____Dependability
____Ability to Work with Customers
____Neatness
____Honesty
____Responsibility
____Willingness to Work
____Initiative
____Interest in Advancing
____Common Sense
____Communicative Personal Skills

(See Appendix B)

These skills areas are developed through a planned sequence of learning activities conducted through the identification of student career development needs, the employment needs of the employers in the area to be served by secondary students and the implementation of training programs to meet those needs.

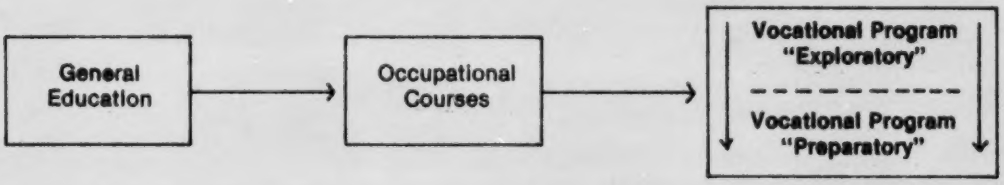
Local program planning must take into account a world of the future which will be different from the world today. The vocational educator can no longer assume that he has developed a program that provides to a student a lifetime career by teaching the student to perform a specific set of skills. Curriculum directors must help define the common core of skills which focus on the coping behaviors that are needed to prepare the flexible, adaptive individual.

Many local schools made provision for opportunities for student to acquire the total occupational preparation programming skills (presented in Figure #1) but preparatory programs serve only a small percentage of Iowa's students. Therefore, to equalize for all students opportunities to acquire these skills, attention must be concentrated on developing for all students local exploratory programming. Opportunities for students to acquire these occupational preparation programming skills must be built into local exploratory programs. Certainly, the preparatory functions of occupational preparation programs will need to be reviewed for inclusion of opportunities too, but immediate attention should be focused on the exploratory programs because of the relative large number of students to be served.

Additionally, it should be realized that presently, from the students perspective, the secondary occupational curriculum looks like Figure #3.

Figure 3

SECONDARY OCCUPATIONAL CURRICULUM



This perceived view is problematic both for students and for educators. Students opting into one or the other boxes vary considerably in maturity and motivation. For example, occupational courses are thought of as preparation for employment in the general fields of business and industry. Hence, local courses such as typing, business law, and industrial arts are perceived to be "occupational" and are listed in many student schedules as such. Also, some students enroll in secondary educational programs for exploratory purposes (regardless of the intent of the program--exploratory or preparatory) while others enroll to prepare for a specific job after graduation. The key element is the maturity of the student and the nature of the task to be developed--career choice. The main thrust of exploratory programming is the development though more practical application of career decision-making skills,

solely for the purpose of crystalizing career goals for student selection of a "preparatory" program.

This difficulty could be resolved by labeling all secondary vocational offerings under the umbrella of "Occupational Preparation Program." Opportunities for acquiring the general employability skills associated with successful transition from school to work should be structured into the program. Student variability in maturity and motivation would be accommodated and the secondary vocational program unified and better articulated.

Further discussion of these two strategies - (1) reconfiguring secondary vocational programming into a unified occupational preparation program with general employability skills and (2) focusing general employability skills in the current exploratory program - is presented in Part II of this source book.

J. The Vocational Service Areas and Occupational Clusters

Vocational education has traditionally been organized into the service areas of agriculture, distributive education, health, home economics, office occupations, and trade and industry. When the Department of Labor set about the task of classifying some 30,000+ job titles in the Dictionary of Occupational Titles, however, all did not fit precisely into the six service areas. As a result, 15 career cluster areas were identified to encompass the world of work in its entirety.

Career Cluster Areas

1. Agriculture
2. Business and Office
3. Communication and Media
4. Construction
5. Fine Arts and Humanitites
6. Health
7. Home Economics
8. Hospitality and Recreation
9. Manufacturing
10. Marketing and Distribution
11. Natural Resources and Environment
12. Personal Services
13. Product Services
14. Public and Protection Service
15. Transportation

Career clusters may be defined in terms of (a) career field which includes awareness, orientation, and exploration phases; and (b) career preparation as related to actual education and training leading to employment.

Simply stated, the cluster concept is an organizational approach which is directed toward the preparation of individua s for entry into a family or cluster of occupations. Its basic premise is the development of individuals with job-entry capabilities for a number of related occupations rather than indepth preparation for a single occupation. Given the facts that most people will find it necessary to change occupations a number of times in their lifetime and that employers often prefer to provide very specific training themselves, the cluster approach is a valid one.

Concentration on manipulative skills should be made within a cluster or service area. The strength of the vocational/technical teacher philosophy and programming has been developed upon the concept of motivation and skill development being linked together within an occupational area.

The Scope and Sequence Model of Career Development (Appendix A) states definite goals and outcomes. This is the basis of the programming model, the strategy for student career development needs. Career development needs can be structured with the addition of the elements of:

1. programming emphasis;
2. age and grade delineation; and
3. suggested application (curriculum) modes.

See Appendix A for the full model and an explanation of Iowa Career Development Model.

K. Vocational Education and Transferability

A primary concern of education has been and continues to be whether the knowledge and skills learned in school transfer to other situations. This is a particular concern in occupational oriented programs. The "Transferable Career Skills" describe a wide variety of skills used by most employers for job success. Transferable skills require the application of basic work skills that are not occupationally specific. Yet, once learned, these work skills can be transferred from one career to another.

The National Center for Research in Vocational Education has listed intellectual, interpersonal, and attitudinal skills which encompass numerous specific skills. A few of the specific skills are communicating, problem solving, logical thinking, delegating, accepting supervision, responsibility, pride, reliability, motivation, and self-actualization.[7]

Probably as many people succeed or fail in a job because of these aspects of behavior than because of technical skills. It is important that vocational programs strive for mastery of skills and that they provide the opportunity to apply the skills in a variety of work-live contexts. Clearly such programs are based on the assumption that there is a direct transfer of knowledge and skill from the educational program to the job situation.

Career and vocational education seek to build employability skills while young people are still in school, thereby strengthening their opportunity for success in the world of work, whether paid or unpaid. In the words of Kenneth B. Hoyt, Director, Office of Career Education,

> "...in the past, the goal of preparing students for work has been given insufficient emphasis. For whatever reasons, it seems that in the past American education decided, operationally, that there were better and more important things to do than emphasize preparation for work. As a result, we do not find that many who have completed the requirements of our educational institutions at every level--from high school through the university level--are

ill equipped to find satisfying jobs and unprepared to assume a productive role in our society."[8]

Both labor statistics and human interest reports verify this statement.

The Occupational Preparatory Model advocated on page 8 clearly points out that the basic work characteristic traits and work skills are the transferable skills for Occupational Preparation Programming. These, then, form the core of the secondary transitional model.

CHAPTER II - OPERATIONALIZING THE BASIC TRANSITION CONCEPTS

There is a certain uniqueness that characterizes Iowa's school systems. Family/student relationships are close. Although career choice is not strictly a family matter, it appears to be more a matter of "family" in rural areas than in urban. There exists a closer economic tie between patrons (and their taxes) and school offerings with high priority placed on the traditional values. In rural areas the school is at the center of the community social structure.

Education is a key part of the lives of most Iowans as exemplified by the abundance of higher education in the state. There are 27 colleges and universities in Iowa. The state has a population density of 52.1 per square mile compared to the national average of 57.4 per square mile.[9]

Families put a premium on postsecondary collegiate experience giving high priority to obtaining or at least striving for the baccalaureate degree. Vocational offerings, except for agriculture and homemaking, are rarities. For this reason, to state that vocational education suffers from "low public esteem" is debatable. The curriculum offerings are simply lacking. General education is the traditional vogue.

There is an outmigration from Iowa, of youth, both trained and untrained, from the secondary schools. There are, undoubtedly, a number of reasons for this but the most notable seem to be lack of job opportunities in rural areas and a youthful desire to explore and try new horizons.

In rural Iowa, the number of role models to study or emulate in making career choices is limited. For instance, corporate attorneys, full-time firemen, and fashion merchandisers simply do not exist in most of rural Iowa. Students' career exploration occurs through movies, books, television, and computerized study such as Career Information System of Iowa (CISI). Hence, exploration and career decision-making efforts are somewhat restricted.

Having provided some generalizations about the context in which Iowa educators work, this section next describes some of the variables that will require attention as local administrators and boards design the transition concepts into local programs. Variables to be discussed are the rural school, the instructional program and delivery system, the student, and the parents.

A. The Rural School System

The school system of Iowa consists of 447 districts with over half of them having a total K-12 enrollment of less than 750 students. "Success" in the rural school translates into continued education. For many students, high school graduation does not signify the end of formal education. For example, in Area V, a recent survey shows 57.8 percent continuing their education while a statewide study found 50.82 percent in postsecondary education. Whether these numbers are important or not in terms of developing a diverse and equitable vocational/technical curriculum is not as significant as the fact that the numbers do indicate a basic belief in the value of "higher education." Even if students are not successful in completing all four years, the value is operative.[10]

A rural school and community can be served by a vocational curriculum in these basic ways. Vocational education will provide an experience, both exploratory and preparatory, for those who graduate directly into the work force. It will also provide the community with an opportunity to experience being a member of the "working part" of the education system. In this way the community becomes a co-partner in the education of its youth and, as a result, realizes the benefits by growing (with its youth) in knowledge and experience.

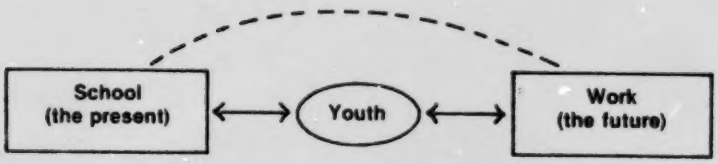
Vocational education reflects the pace of life of rural people. Much of the employment scene and available work opportunities in an agriculture-based economy are seasonal. For many students, opportunities abound in spring/summer planting and autumn harvest. That is the time not only for the actual agricultural field work experience but also for the work experience to students either at the exploratory level or the preparatory level. Jobs and vocational education are the center of the career decision-making process. A workable, seasonal vocational curriculum offering in a rural geographic area strengthen students' decisions about career choice.

B. Rural Youth of the 1980's and Transition Programming in the Local School

Transitioning from school to work can be thought of as a process having three elements. First is the school with all of its variables and meanings. Next is the subject's perception of work and what it holds for him when he finally becomes a worker and, third, the youth him/herself as the object of education, the creator of labor, and ultimately a member of the work force. Figure #4, following, illustrates the interaction of these elements.

Figure 4

THE ELEMENTS OF THE TRANSITION PROCESS



Youth in the 1980's, must complete these basic personal development tasks as part of their transition from school to work:

1. achieving new and more mature relations with age-mates of both sexes;
2. achieving a masculine or feminine social role;
3. accepting one's physique and using one's body effectively;
4. desiring, accepting, and achieving socially responsible behavior; and
5. achieving emotional independence from parents and other adults.[11]

To properly develop a transition model it is necessary to describe, in general terms, rural Iowa youth. Youth is in a time of becoming. It is easy to recognize contemporary views in something Aristotle said 23 centuries ago:

> "The young" he said, "are passionate, irascible, and apt to be carried away by their impulses, especially sexual impulses, in regard to which they exercise no self restraint. They are changeful, too, and fickle in their desires which are transitory as they are vehement...if the young commit a fault, it is always on the side of excess and exaggeration...they carry everything too far, whether it be their love or hatred or anything else. They regard themselves as omniscient..."[12]

Although many societies do not recognize adolescence as a separate stage of development, youths' transition from childhood to adulthood is marked by several important changes and characteristics.

Youth in transition tend to be gregarious placing major importance on the peer group as the source of status. Acceptance and friendship are of primary concern but are taken together with a risk of becoming independent.

They may be said to be altruistic with concern for others. At the same time there is a basic egocentrism or concern for self.

This time is one of ambivalence in that they have rejected the role of children but are not accepted as adults. Most adolescents are involved in a search for identity and a desire to understand who they are.

Another question that must be asked is one of vocational choice; a problem handled differently by boys and by girls, partly because of the different demands that society places on them. For both males and females the amount of education for many occupations seems to be increasing, thus prolonging the period of financial and emotional dependence on parents.

When adolescence ends the individual is, hopefully, autonomous of parents, has established an identity, is gaining a commitment to work, is developing a personal moral value system, is capable of developing lasting relationships, and is better able to relate to parents as equals.

Of great importance in the transition process are the psychological and social effects on youth of unemployment. These effects cannot be ignored in developing a successful transition from school to work. The effects of unemployment on a student's life are critical in his/her development process. Whether caused by economic downturns or advanced technology, unemployment effects the youngest workers because they are the most expendable. Examination must be made of the implications of youth unemployment in a society which emphasizes individuality, achievement, competition, and materialism and yet is unable to provide work for many of its young adults.

Generally speaking, young persons recently out of school and unable to find employment experience similar effects. At first they may experience a feeling of release and optimism. They feel relaxed and free with little concern for long-term consequences. They are enjoying their leisure and are hopeful of finding employment.

If the period is prolonged, inactivity becomes harder to cope with. The youth are exposed to pressure from parents and friends to get a job. At this state they begin to question their competence and self worth. They are still job hunting but with less enthusiasm. After a few more months, a sense of despair or hopelessness takes over. They are no longer actively looking for employment. There are, of course, exceptions to this scenario but apparently a great number of negative feelings and thoughts accompany a prolonged period of youth unemployment.

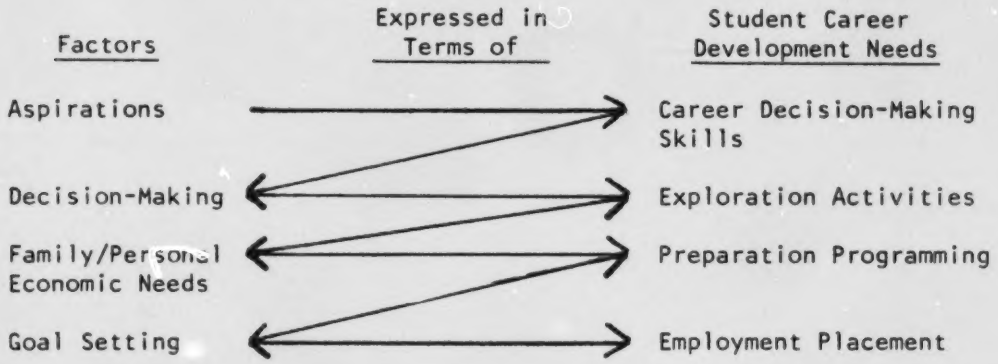
Basic to the transition process is making a career choice. Research tells us that this choice is most influenced by one's financial responsibilities and perceived need for personal amenities as well as by the influence of family, friends, and community.

The placement obtained by an individual appears to be related to the preparation and guidance provided as well as the opportunities available. It has been suggested that rural students appear to be especially handicapped in each of the areas. When compared to urban youth, rural youth are less likely to have had exploratory and preparatory vocational programs in high school. They also have fewer opportunities for post-high school occupational education.

Figure #5 below illustrates the relationship sequence between the human factors involved in career choice in terms of the categories of career development needs.

Figure 5

FACTOR RELATIONSHIPS IN CAREER DEVELOPMENT SEQUENCING



The sequence of personal factors involve the following questions:

1. Aspirations - What are my lifetime goals and objectives? What do I seek for myself?
2. Decision-Making - What do my friends, family, and role models say to me? How serious do I regard their influence and suggestions?
3. Family/Personal Economic Needs - What does my family need? How can I obtain money to provide for me and them? What financial resources do I have available?
4. Goal Setting - What do I hope to accomplish with my assets, talents, aptitudes, attitudes, etc.? How can continued education help in the world of work?

These personal factors and their attendant questions are expressed in the strata of career development needs. Aspirations materialize into those skills of problem solving and in the process of selecting a career goal. Decision-making factors become active factors in the exploratory experiences of the student in the school curriculum. Many students need to explore a variety of experiences, both the traditional and non-traditional and should concentrate with an indepth investigation in one occupational cluster or vocational service area. There is no substitute for exploratory experiences in the actual business and industry setting in terms of relevance of subject matter to explore the accompanying work environment.

Finally, goal setting emerges into preparation programming whereby the student develops marketable general employability and job specific skills for job entry.

C. Parents as Partners in Decision Making

In a rural society the family has an important role in the career decision-making process. That role is not only on the guidance but a financial one as well. If financial support is not forthcoming, continued education often is more difficult if not impossible. Likewise, a student may need to contribute to the family's economic base as soon as possible. Hence, parents and their influence toward or away from continued education need to be studied. A parent survey is the most viable method of gathering the information.

A key element to be included is the background of the parents in regard to education and socio-economic status. In addition, statements of opinion regarding all aspects of vocational education can be included as a test of how well the objectives of vocational programs are being met at a particular time.

Parents may also estimate the chances of their young living in a certain area, engaging in a particular vocation, receiving an estimated income and achieving specific educational goals. In doing so, parents indicate their expectations. Studies indicate that parental expectations are influential, especially for rural youth.

D. Vocational Programming and Delivery Systems

Vocational education provides many different types of vocational programs in a variety of settings. Any one of the vocational programs addresses some of these purposes:

1. Support and strengthen the relationship of education to work.
2. Equip individuals with marketable skills.
3. Furnish individuals with information about the nature of work and work opportunities today and in the future.
4. Provide equitable opportunities for all persons to succeed.
5. Help people develop and apply decision-making skills.
6. Assist people in mastering the basic literacy skills required for employment.
7. Develop people's organizational leadership skills.
8. Promote and support the values of free enterprise in a democratic society.

Each secondary school system in Iowa desiring to participate in approved vocational programming must file a local facilities agreement (CE-100) with the Vocational Career Education Division of the Department of Public Instruction. Of great significance in this document is the section regarding student career development needs. With the above purposes in mind, the following student needs are apparent:

1. Basic communication and computational skills as a prerequisite for employment success.
2. Knowledge of a range of occupational opportunties and how the general education curriculum relates to these.
3. Understanding of one's personal interests and aptitudes and how they relate to occupational opportunties.
4. Understanding of, and attitudes conducive to, proper behavior on the job.
5. Knowledge regarding opportunities for furthering one's development; that is, an ability to obtain information on job openings and education and training opportunties.
6. Occupation-specific skills.[13]

Many of these skills and knowledge can be developed in grades 9-12 as part of other aspects of the vocational curriculum. For instance, knowledge of occupations may be taught in an English class using a career education approach.

Vocational program content provided by each district is determined by local education authorities (the boards, administration and staff designing curriculum). Delivery systems vary but include:

1. Comprehensive high school with some vocational programming but also an emphasis on academic subjects.
2. District vocational center where students from several schools receive vocational instruction part of each day--general subjects and activities are provided at the home school.
3. Comprehensive vocational/technical high school with primary emphasis on vocational instruction including related general subjects.
4. Jointly-administered program centers with two or more districts cooperating to provide vocational instruction each day. General subjects and activities are provided at the home school.

Given these delivery systems, it would appear that a reasonable diversity of vocational programs can be provided in a cost effective manner for secondary students in every school district in the state.

CHAPTER III - LINKAGES NECESSARY FOR A TRUE TRANSITION

In contemporary society, it is unrealistic to expect any one institution to provide all the opportunities necessary for youth to transition successfully to adulthood. Yet society relies very heavily on the secondary schools to do just that. Traditionally, schools have emphasized the acquisition of cognitive skills and knowledge. These things are vital to growing up but youth also need places to experience and practice their skills. Schools, in cooperation with other agencies, must become active institutions, providing community-based learning experiences.

A. Issues and Problems for Transition in Rural Iowa

Residents of rural areas experience many economic and social problems which impact on the quality of their lives. Vocational education has a role to play in helping rural areas overcome their social and economic difficulties. Linkages or liaisons between education and the community may be of help in this effort but first some issues and problems must be addressed.

The low population density found in rural areas often means that rural schools with limited curriculum offerings have difficulty providing a wide range of vocational programs for students. Many school districts, in an effort to provide wider bases of experience in vocational education, have found it necessary to provide transportation to learning centers and community job sites. Those circumstances create concerns in terms of time and distance involved as well as expense. In addition, students in rural areas are very peer-oriented, resulting in reluctance to leave school for a community-based job experience.

With the narrrow range of jobs available in rural setting, the job roles for study in the career exploration phase or training are, in many cases, in unskilled-service area occupations that do not meet the needs of all youth. Accompanying that lack of job variety, students must out-migrate to find suitable employment. The problem, then, becomes one of matching a secondary school exploratory experience or training experience with eventual job needs of first employment. Parents may not want to have their youth trained for out-migration job placement but it is a reality.

Obviously, financial matters are also an issue in providing the necessary transition. Given the comparatively large salaries that business and industry are willing to provide, attracting competent vocational instructors into educational systems in rural areas and holding them is a major concern. School financial constraints implicated by declining enrollment force community/business/industry linkages. The tax base and inflationary factor means that the school cannot adequately maintain a wide variety of the program offerings.

All of these issues or problems point out that the linkages of education through collaborative efforts with the community/business/industry base is

a must. In many cases, it is the only immediate solution to the severe educational dilemma of providing adequate vocational programming to meet the needs of students. Linkage, even if minimal, is better than nothing.

B. The Collaboration Effort in the Transition Process

The term "career education" implies the need for action and for input into local educational policy from noneducators as well as educators in implementing the career education thrust in the local school. Collaboration suggests total community (citizenry, business, labor, public agencies, private agencies) involvement. It requires formal mechanisms by which people plan and act together to complement and support educational endeavors. The basic assumptions of the collaboration concept include:

1. Education is more than schooling. Many opportunities to learn are outside the classrooms.
2. It is inefficient to attempt to incorporate all community learning resources within the formal system of learning.
3. The educational needs of students are broader than what the formal school system offers. Collaboration is the answer.
4. The prime concern is meeting the learners needs--not who gets credit for meeting those needs.
5. Learners profit most if community learning is coordinated through collaborative efforts.
6. The common concern is motivating the student not competing for the same learning schedule.[14]

The process of collaboration may be applied to any educational problem in which the broader community shares with the school system common concerns, expertise, and resources. The source for identifying educational problem areas is a process of community and school working together rather than education presenting problems to the community. Preparing youth for work is particularly appropriate for the initial collaborative efforts.

Students who have been exposed to a collaborative career education effort can be expected to have an increased motivation to continue learning, a better understanding of the relationship between academics and work, and an appreciation of the interdependence of occupations. Improved ability to communicate effectively with adult workers as well as an enhanced self-concept in terms of release, responsibility and acceptance by adult and peer groups follow such efforts. Better attitudes toward work as a valued part of society and to the community as coprovider of education are fostered. These benefits amount, basically, to an increased realism regarding the occupational society and an increased realism regarding the occupational society and an increased motivation to prepare for and actively participate in it. The basic contention is that the quality of such benefits can be greatly improved through the collaborative effort.

Collaborative communication and coordination between educational institutions may lead to sharing of equipment and staff. An increased number of vocational offerings might be available while avoiding program duplication. The educational institutions can respond to community and employer training needs thereby facilitating employment and placement. Assisting the transition of students from secondary school to post-secondary school expectation promotes economic development.

There is, of course, no guarantee that any of these benefits will come about. Realization of them depends upon the extent to which educators and other community members are willing to devote themselves to the effort.

If a successful career education collaborative effort is to take place, there are some potential barriers to overcome. The purpose and mission of collaboration at the present time are unclear as are the roles and expectations of those involved. There exists, as a result of the basic system, competitive and vested interests and a fear for the loss of organizational identity. Up to now, the field has been dominated by stronger, more powerful agencies than the local community. If the aforementioned barriers are to be surmounted, adequate leadership and sufficient time commitments must be found.

Implementing a collaboration effort to deal with the transition process involves having all those involved deal with a number of basic questions:

1. What should students know about the free enterprise system and the organized labor movement in the United States? How do students apply for and actually obtain employment?
2. What personnel and physical resouces exist in the community for use in career education and how can educators contact and utilize them?
3. Under what circumstances should student work experiences be provided? Should the experience be one of exploration for the student or productivity for the employer? Or a combination of the two?
4. Who is to evaluate resource persons from the community who come into the classrooms and field trip experiences? To whom should these evaluations be reported?

Questions such as these demand joint participation from the community/business/industry base as well as from educators. Collaboration is the answer proposed by career education.[15]

1. The Basic Elements in a Collaboration Model. For the collaborative effort to succeed there must be a clearly defined mission or purpose which is mutually agreed upon by the participants. That mission needs to be highly focused. Active involvement of participants in the establishment of goal objectives and activities is essential. Clearly defined procedures and definitions of the roles members are to play are necessities. Participants must feel that collaboration is their enterprise; not someone else's way of gathering them around a private or hidden agenda. There must be, early on, a disucssion and resolution of competition, vested interests, and turf issues.

In any community there are leaders whose investment in a given enterprise provides additional assurance of likely success. Their interest should be enlisted. While a core group of individuals may be responsible for organizing the collaboration and nurturing it through the development stages, it is important that the success of the collaboration not be dependent on one or two individuals.

Staff support is essential to the success of the collaboration especially during the developmental stages. Those services can be loaned, volunteer or paid; full or part time.

Agencies and organizations are different and should remain so. Collaboration is not a process of making all agencies alike. However, rather than focusing on the differences between agencies, it is more desirable for the collaboration to attend to the common goal which brings the agencies together.

All the guidelines just mentioned demand commitments of time from all involved. Time is perhaps the most obvious cost of developing collaboration.

2. Characteristics of Collaboration. How a collaboration will function or what it will mean to a community is something that will only be discovered along the way. Nevertheless, an effective collaboration does have particular characteristics. Each of those listed below, represents an attainable goal for local communities and educators.[16]

A working collaboration of private, voluntary agencies:

- is legitimatized by the formal action of the boards of participating agencies and by regular participation in the decision-making process by high-level agency representatives and youth;
- has an established structure;
- involves the widest possible range of local, voluntary community agencies with an interest in the issues around which the collaboration has decided to focus its efforts;
- has provided supportive training for effective, sustained youth participation in all the planning and governing processes;
- has mutually defined and accepted goals and objectives, an action plan, procedures for continuing skills and procedures for influencing community attitudes;
- has established linkages with appropriate public agencies and elected officials;
- has a realistic plan for assuring fiscal support of collaborative mechanisms; and
- will continue to provide a vehicle for holistic planning, community service coordination, skills development, and public education.

A collaboration model has been developed in merged Area V of Iowa Central Community College. The model includes interaction from the following groups:

- Education Agencies
  - Area Education Agency
  - Vocational Rehabilitation
  - CETA
- Community Service Groups
  - Kiwanis
  - Rotary
  - Lions
  - Sertoma
  - American Legion
- Social Service Groups
  - Department of Social Science
  - Job Service of Iowa
- Community Business Groups
  - Chamber of Commerce
  - Commercial Clubs
  - Council of Business and Professional Women
- Youth Group
  - 4-H
  - Girl Scouts
  - Boy Scouts
  - YWCA
  - YMCA

The key in this collaborative effort is communication--communication with a purpose--supporting the education of youth and adults in the transition from school to work. See Figure 6, page 26.[17]

The collaboration model is structured around the county geographic area. The community college (Iowa Central Community College) serves nine counties (Area V) in north central Iowa. Each town and rural area located within the county is polled by school leaders to locate lay leaders of the above-mentioned groups. These persons would attend the collaborative meetings.

A collaborative system of support for education must be structured around a plan of action that includes product(s) as the commitment to the collaborative system. Without some type of product, support will not last. The basic work plan is:

a. secure collaboration support membership list,
b. elect/select lay leaders, and
c. present work plan at the initial strategy meeting.

An outline of the guideline for a work plan for such a collaboration system or model follows.

COMMUNITY GUIDE TO COLLABORATION MODEL

(Work Plan)

Explain Transition

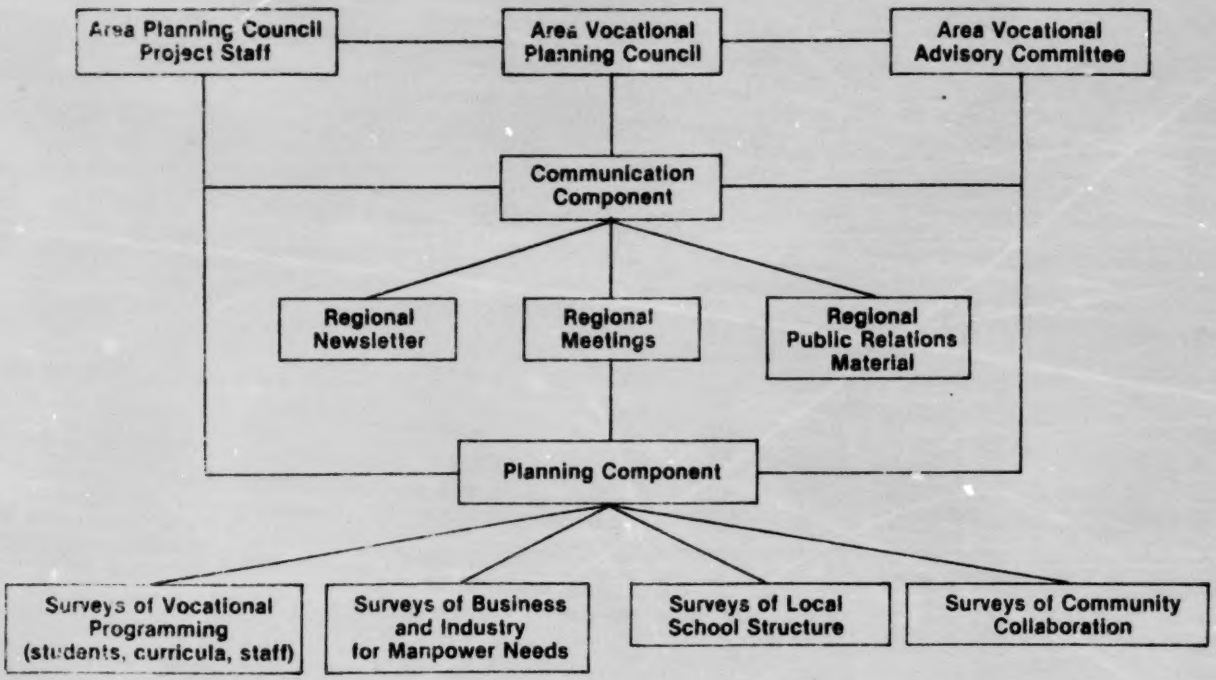
- What is it? (Describe youth today)
- Why the focus on transition?

Explain Collaboration

- (What it is; why it is important; who does it involve; how it is accomplished)

Figure 6

REGIONAL COMMUNICATION AND PLANNING MODEL FOR AREA V


Area Planning Council Project Staff
Area Vocational Planning Council
Area Vocational Advisory Committee
Communication Component
Regional Newsletter
Regional Meetings
Regional Public Relations Material
Planning Component
Surveys of Vocational Programming (students, curricula, staff)
Surveys of Business and Industry for Manpower Needs
Surveys of Local School Structure
Surveys of Community Collaboration

Explain the Area Vocational Planning Council

Secure Community Information - Product could be a yellow pages type county resource guide (community survey).

Explain the Contents of a Collaborative Folder as a Communication Vehicle.

Study Results and Develop Input to Various Groups

Level of Service to All as a Continuation Activity

A community or county survey must be taken before such action is taken (see Appendix D for sample). Obviously, the needs must be known before they can be addressed. The collaborative committee may appoint a subcommittee to guide and plan the survey.

From the survey, for example, may come a service grid of agencies for the area (see Appendix E), a "yellow pages" of career sites for school participation and exploration, a listing of speakers and special supportive services, and a directory of retired persons with expertise in assisting youth learning projects.

C. The Community/Business/Industry Base

1. The Rationale for Community Participation in the Transition Process.

Due to the requirements of the future world of work, even if a liberal vocational education is provided, later retraining or updating will be necessary. Schools are not able to provide their students with everything they need for life. In adolescence the problem of identification is very important as is the fact that young people, with wider available opportunities, are ready to be active members of society and to count for something.

Charles S. Nichols, Sr. writes, "A number of assumptions must be made in order to develop alternatives for creating or saving jobs through vocational education:

- Vocational education has little capacity for direct job creation. Its influence on job demand can be felt only as it interacts with individuals or groups who have the opportunity to create jobs.
- There are basically only two kinds of jobs: self-employment and working for someone else.
- For job creation efforts to have a lasting positive effect on the economics of the nation, the job creation efforts must be concentrated in the private sector.
- Vocational education must dare to be different. There must be innovation programs that test the ability of vocational education to interact with the problem of matching resources and people.

- For both immediate and long-term effects on the problem of job creation, vocational education must zero in on the populations that have the potential capacity to increase business activity and consequently create jobs.[18]

Research conducted by the Occupational Adaptability and Transferable Skills Program has linked deficiencies in the transfer of basic skills and the failure to acquire occupationally adaptive competencies to the problems involved in job getting and keeping. Transfer skills or the ability to apply learned skills to the performance of tasks in daily life or employment are very important to the transition process.[19]

Many critics of vocational education suggest changes which should not be made. We should not remove all vocational education from the secondary schools or transfer all vocational education from school to employers. To do so would prohibit opportunities for career exploration and the amount of general education. We should not fund only those programs for which there are immediate job vacancies. Nor should programs be judged as if they could or should enroll students on a quota basis of sex, race, or ethnicity. The choice of occupation should not be legislated.

However, a significant number of young people, particularly disadvantaged minority youth and those from the inner cities and rural areas, have difficulty making the transition from school to work. For rural youth, the major employment obstacles are the absence of local education and training agencies, insufficient number of area jobs and lack of transportation to get to where the available jobs exist.

Youth education and employability, although the focus of this paper, cannot be viewed in isolation from the larger issues. Nor can youth unemployment be effectively addressed without consideration of the mosaic of problems in which young people are immersed and over which they have little control.

There is growing concern that America's youth may not be developing a "work ethic" as was apparent in older generations. It appears that the meaning, value, and nature of work will continue to change along with society. Problems will arise as students make the transition from school to work but educators, in collaboration with community/business/industry can facilitate that transition. To do so programs need to be organized around a broad base using the facilities and equipment of employers.

2. Relationship of Community/Business/Industry to the Transition Process. The key to community/business/industry (C/B/I) linkage in the transition process is the relationship of what is to be learned and the structure of the environment that is to accommodate that learning. Planning for C/B/I learning must precede the incorporation of C/B/I into the curriculum offerings of the school. The planning must be based on the following three major principles that relate to the organization of curriculum.

Continuity pertains to the need for repetition of significant concepts throughout a course of study to insure that the student understands and assimilates the concepts. The principle of sequence refers to the progression of learning experience in order that the student may develop a broader and deeper understanding of more complex and abstract ideas. Integration involves the development of unity among learning experiences.

In other words, for the C/B/I resources to become the operating curriculum, the planning and structuring of resources must follow the basic constructs of curriculum planning. A structured curriculum offering could include elements of the Dictionary of Occupational Titles (Data-People-Things). These elements can be identified in producing a training plan (sequence of skills to be mastered) and a job specific site guide (personnel to teach) and data to be assimilated and things to be mastered (work situations and activities) considering the personal aptitudes of the student. Planning must be based on a structure that does not lend itself to one type of community business or industry but rather than can be applied to all C/B/I bases.

A comprehensive analysis must be developed if the C/B/I base is to play its important role in the transition process. Because job analysis identifies worker requirements for certain groups of jobs, career education emphasis could be structured in courses to teach students the abilities which are relevant to their career interests. Employers could use the information to facilitate manpower transfer and retraining processes.

The best example of work-oriented classification is found in the third edition of the Dictionary of Occupational Titles. A system of functional job analysis was developed by Sidney A. Fine and built around the concept that jobs could be described by their level of involvement with data, people, and things.[20] A job's relationship to these can be expressed in terms of the highest level in each list with which the worker must deal. These functions taken together, indicate the level at which he must perform. Only those relationships which are specific in terms of the requirements of the job are reflected.

3. The Advisory Council and the Transition Process. Iowa legislation of 1976 for vocational education makes provision for advisory committees.[21] In Public Law 94-482 Section 106:

> "(g) (1) Each eligible recipient receiving assistance under this Act to operate vocational education programs shall establish a local advisory council to provide such agency with advice on current job needs and on the relevancy of courses being offered by such agency in meeting such needs. Such local advisory councils shall be composed of members of the general public, especially of representatives of business, industry and labor; and such local advisory councils may be established for program areas, schools, communities, or regions, whichever the recipient determines best to meet the needs of that recipient."

This requires, for the first time, that local school districts have local advisory committees in order to remain eligible for federal and state funds available for vocational education.

The advisory committee or council concept has been developed in an effort to assist all vocational educators to reach the ultimate goal of vocational education, to place its graduates in useful, gainful, and meaningful employment situations upon graduation from a program of vocational studies. Advisory committees aid in the instructional process. They help to involve other people to make the job easier for the educator and to enhance relevancy for students. Educators using the advisory committee are really helping themselves.

Vocational programs gain community acceptance by public relations and awareness, so the advisory committee also serves another function. The advisory committee assists vocational educators in carrying the success message of the programs to the business and industry community on a continuing, rather than on a sporadic basis, as when support is needed for bond issues, etc.

The advisory committee's functions and activities may be viewed from the perspective of what segment of the model they serve. To assist educators, the committee may review course content for relevancy and examine equipment in terms of adequacy. They may update teacher knowledge by providing experiences in the working world and keeping them advised of occupational changes. Of course, the committee's availability as consultants is valuable.

Students gain from cooperative work experiences, placement services, and support of student contests, prizes, or scholarships that the collaboration is able to provide.

Advisory committees can assist the community and school through objective evaluations and recommendations, as well as identifying business/industry needs. Committee members may contribute to better communication in all realms of the community.

Advisory committees support administrators by providing objective, periodic evaluation of all programs with recommendations presented to the proper people. They may help turn possible criticism into constructive advice.

A model procedure for establishing an advisory committee as part of vocational programming includes the following activities:

a. Investigate history of advisory committees in the department.
b. Determine purpose/function of the committee.
c. Determine criteria for member selection.
d. Investigate sources for potential members.
e. Send invitational letter.

f. Send official appointment letter.
g. Prepare and follow-up for meetings.
h. Prepare for first meeting.
i. Determine roles of committee members.
j. Plan for recognition of committee contributions.
k. Evaluate and terminate the committee.
l. Plan steps checklist.

The transition of youth to adulthood is difficult even in the best of times but this is the worst of time for significant members of American youth. Many of the traditional institutions that assist youth in adulthood are changing, cutting back, and even collapsing. Beleagured school systems are attacked from all sides--by students, parents, and employers--for their failure to teach marketable skills to the young. No longer can society rely exclusively on schools to carry out a task that is clearly a function of both the school and the community.

CHAPTER IV - PLANNING FOR THE IMPLEMENTATION OF A LOCAL TRANSITION PROCESS

A. Planning - An Overview

Planning is the principle factor which underlies all efforts of accountability in education--especially vocational education and the transition process. The mutual needs of individuals, communities, and industries can be met through a comprehensive planning system for vocational education. The success of that planning depends upon the extent to which all segments are involved. It is necessary that knowledgeable people be called upon for recommendations. Without careful, informed planning, educators cannot provide quality programs for the people of their community.

For clarity in this discussion, planning is defined as the process of providing the rationale for decisions which require allocation of resources among competing objectives. Planning includes, in the broadest sense, those activities that contribute to decision-making about the future direction of vocational education as part of the transition from school to work. Planning is more than identifying changes that should be made. It is required, also, to maintain existing programs as they are, i.e., to prevent undesirable change. Community/business/industry contributions to the planning process help local school administrators know what changes, if any, are needed to provide relevant education for students.

To be effective, the planning process must provide answers to the following questions:

1. Where are we now and where do we want to be five years from now?

   - All planning begins by identifying the discrepancy between where you are now and where you would like to be in the future. Most organizations work on five-year planning cycles.

2. What programs are needed?

   - In this analysis the current situation is compared with the targeted goal and short-range, intermediate, and long-range program descriptions are established. Specific problems, as well as trends, are taken into consideration when making projections.

3. What resources are available?

   - Planning must consider people, facilities, equipment, and supplies that are usable whether or not they are presently being utilized.

4. How much time is needed?

   - Realistic timelines need to be established for each program. This calls for negotiated compromise to bridge the gap between the ideal and the feasible.

5. What constitutes "success" in implementing and conducting various programs?

   - Enrollment numbers and sites may be part of the judgement but other factors such as eventual employment success should also be considered.

6. What should be done with the planning results?

   - The planning process should result in the definition of short-range, intermediate, and long-range goals and consequences.

B. Support for Planning - The Area Vocational Planning Council (AVPC)

There is a long tradition of involvement of local advisory groups in planning vocational programming development. With the creation of the Area Vocational Planning Council (AVPC) and the DPI Plan for Evaluation of Vocational Education, the advisory committee has assumed a new and important role.* Success in planning and evaluation of vocational education at both the secondary and post-secondary levels partially depends upon properly functioning advisory councils and committees. Regardless of the type or size, the planning committee provides a link between the school and the community that will assist the school in maintaining and improving desirable vocational or technical education programs.

The purpose of the AVPC is to offer advice, suggestions, and recommendations which:

1. Assist in annual and long-range vocational program planning for the local school.

2. Advise the local education agency on current job needs and the relevancy of existing vocational programs to meet these needs.

3. Provide a channel of communication among the school, community, and business/industry.

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*Each MAS/AEA district has an AVPC or will have an AVPC established by 1984. See Appendix F for brief description and explanation of AVPC. The AVPC is a regional council formed to improve the delivery and equity of vocational education to the secondary schools of Iowa. The AVPC function is to provide a support base to local schools in delivering the planning mechanism.

4. Assist with evaluating the instructional programs.

5. Promote vocational education in the local community.

6. Assist in conducting surveys to help determine program needs.

7. Assist in planning student placement and follow-up activities.

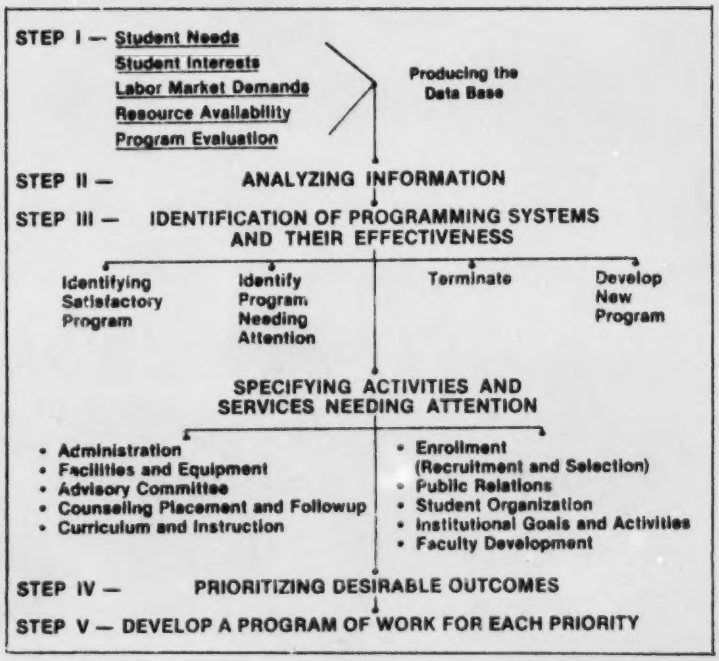
C. A Planning Model for Local Schools

An AVPC will require a planning "model" or process to help them develop the information required to answer the questions presented at the beginning of this chapter. The Planning Model for Local Schools which follows gives direction to the local AVPC planning for the transition process. The model presents a five-step approach. (See Figure 7 below.)

Step I - Consolidating the information
Step II - Analyzing the information.
Step III - Identifying programming systems and their effectiveness.
Step IV - Prioritizing desirable outcomes.
Step V - Developing a program of work for each priority

Figure 7

LOCAL PLAN PROCESS OVERVIEW


STEP I — Student Needs
Student Interests
Labor Market Demands
Resource Availability
Program Evaluation
Producing the Data Base
STEP II — ANALYZING INFORMATION
STEP III — IDENTIFICATION OF PROGRAMMING SYSTEMS AND THEIR EFFECTIVENESS
Identifying Satisfactory Program
Identify Program Needing Attention
Terminate
Develop New Program
SPECIFYING ACTIVITIES AND SERVICES NEEDING ATTENTION
• Administration
• Facilities and Equipment
• Advisory Committee
• Counseling Placement and Followup
• Curriculum and Instruction
• Enrollment (Recruitment and Selection)
• Public Relations
• Student Organization
• Institutional Goals and Activities
• Faculty Development
STEP IV — PRIORITIZING DESIRABLE OUTCOMES
STEP V — DEVELOP A PROGRAM OF WORK FOR EACH PRIORITY

Step I - Building the Data Base

Local planning begins with the development of a data base. The data base provides an objective picture of the current state of vocational education in the school district and a rational basis for projecting its future. Steps involved in the development of the data base (more commonly referred to as "needs assessment") include:

1. Assessing localized information;

2. Validating national, state, and regional local trends;

3. Establishing contact with the community;

4. Testing one's judgement; and

5. Documenting and justifying decisions.

In developing the data base, there are four local groups who should provide input: students, parents, the community, and business and industry. This input is best secured as part of the local schools annual or semi-annual needs assessment. Data gathering instruments used to secure this input should focus on occupational preparation programming. Sample forms are discussed in the following paragraphs.

The Student Survey Form, Appendix G, includes data that will enable the school district to determine:

1. Counseling needs of students in terms of Career Decision-Making Skills.

2. Career objectives for both male and female in terms of Basic Work Skills and Work Traits.

3. Vocational Programs that students desire and that also meet local labor market needs.

Careful analysis and interpretation of the data generated by this form should identify discrepancies between what students say they need and what students actually do following graduation.

A Follow-Up Survey, Appendix H, for former graduates and drop-outs helps determine:

1. Adequacy of high school programs in relation to the present situation.

2. Degree of satisfaction with present employment.

3. Level of post-secondary education.

4. Additional training needed for present employment.

5. High school courses most helpful since leaving high school.

Appendix I presents a Parents Survey which is used to ascertain perceptions of the parents' basic values. The more involved the parent is in planning educational programs, the more likely they will be to support those programs. Parents, as partners in the decision-making process, provide valuable information.

The purpose of the Business and Industry Survey, Appendix J, is to help determine what role the local school district has in preparing future citizens for gainful employment. The survey indicates current and projected employment needs, basic work skills and work traits, basic education needs, areas where trained personnel are scarce, and willingness to serve in a training or advisory capacity.

Local school inventories are administered to ascertain what is available in terms of programs and courses, staff, materials, equipment, and enrollment. As the planning process proceeds, information developed from the inventories will be essential.

In addition to this data, the local planning model suggests gathering information from CENIS* and from other statewide sources of information on labor supply and demand. Local school and community college placement reports can also be helpful in this regard. Also, information on the local community's high-technology needs and capabilities should be developed.

Step II - Analyzing Information

To be useful, the information obtained from the surveys must be tabulated and assembled into some meaningful form so that the decision makers will be able to plan vocational education programs. The information obtained should not be viewed as criticism but as the rational basis decision makers use to plan programs of vocational education which better serve the needs of the local patrons.

Step III - Identification of Programming Systems

The purpose of this step is to ascertain the effectiveness of existing programs in providing those skills necessary for graduation. Each program should be analyzed from both the students' and the teachers' viewpoints. Decisions must be made in terms of the programs meeting the goals.

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*CENIS - Career Education Needs Information System of Iowa under the direction of the Department of Public Instruction in cooperation with Iowa Department of Job Service and Iowa Development Commission. The system is a four-faceted data gathering and reporting system on (1) labor demands, (2) labor supply, (3) students' interests and (4) student outcomes (followup).

Step IV - Establishing Priorities

The next step in the planning process is to establish priorities to resolve the identified problems and attain the desired goals. All problems will not be resolved nor all goals reached at once. The data must be examined and decisions made with regard to which need immediate attention and which can wait.

Step V - Programs of Work

For each priority listed in Step IV a Work Plan with proper documentation needs to be developed. Staffing needs, enrollment shifts, cooperative possibilities, building needs, and fiscal resources all play a very important part in the development of a program of work.

D. Coordination of Local Plan with Area Vocational Planning Council (AVPC)

This approach to the development of a transition model for rural Iowa is founded upon the work of the AVPC (see Appendix F). Regionalized planning makes it mandatory that local schools coordinate their planning efforts with the development and implementation of the AVPC concept.

The sequential development of the AVPC is described in the chart on the following page. (Figure 8)

The AVPC and the local plan need to be coordinated in order to achieve maximum effectiveness of program development and operation.

The fully extended model (see page 39) shows the coordination between the local planning model and the AVPC developmental process.

Each step of the local planning model becomes part of the AVPC developmental process. For example, the data base developed by each local school becomes part of the data base for the AVPC to determine what level of programming is required to meet student needs. Such work must be coordinated with local school programming efforts.

The mechanism for addressing the plan is the key item in the AVPC developmental process. The collaborative community plan (see explanation and model on pages 25 and 26) provides the model for the development of the community and regional support base necessary for the delivery of improved vocational education.

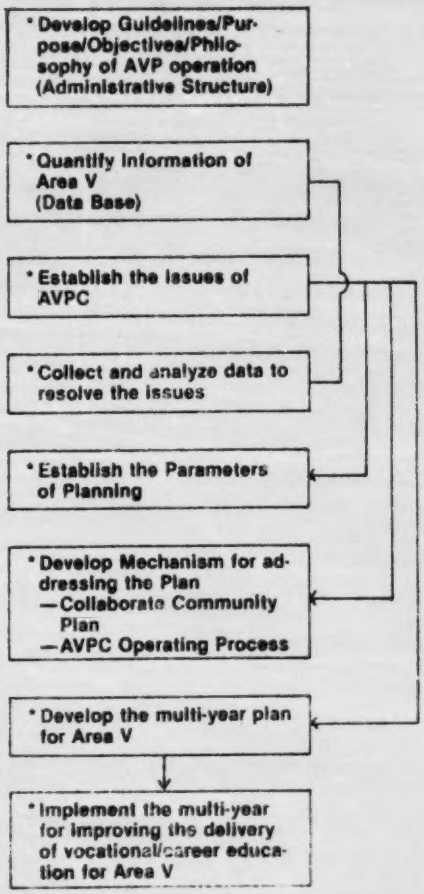
The AVPC operating process, quarterly meetings, communication process and system, and area committee member representation, ties together the AVPC with local planning efforts.

Figure 8

AREA VOCATIONAL PLANNING COUNCIL

DEVELOPMENTAL PROCESS

(SEQUENTIAL STEPS)

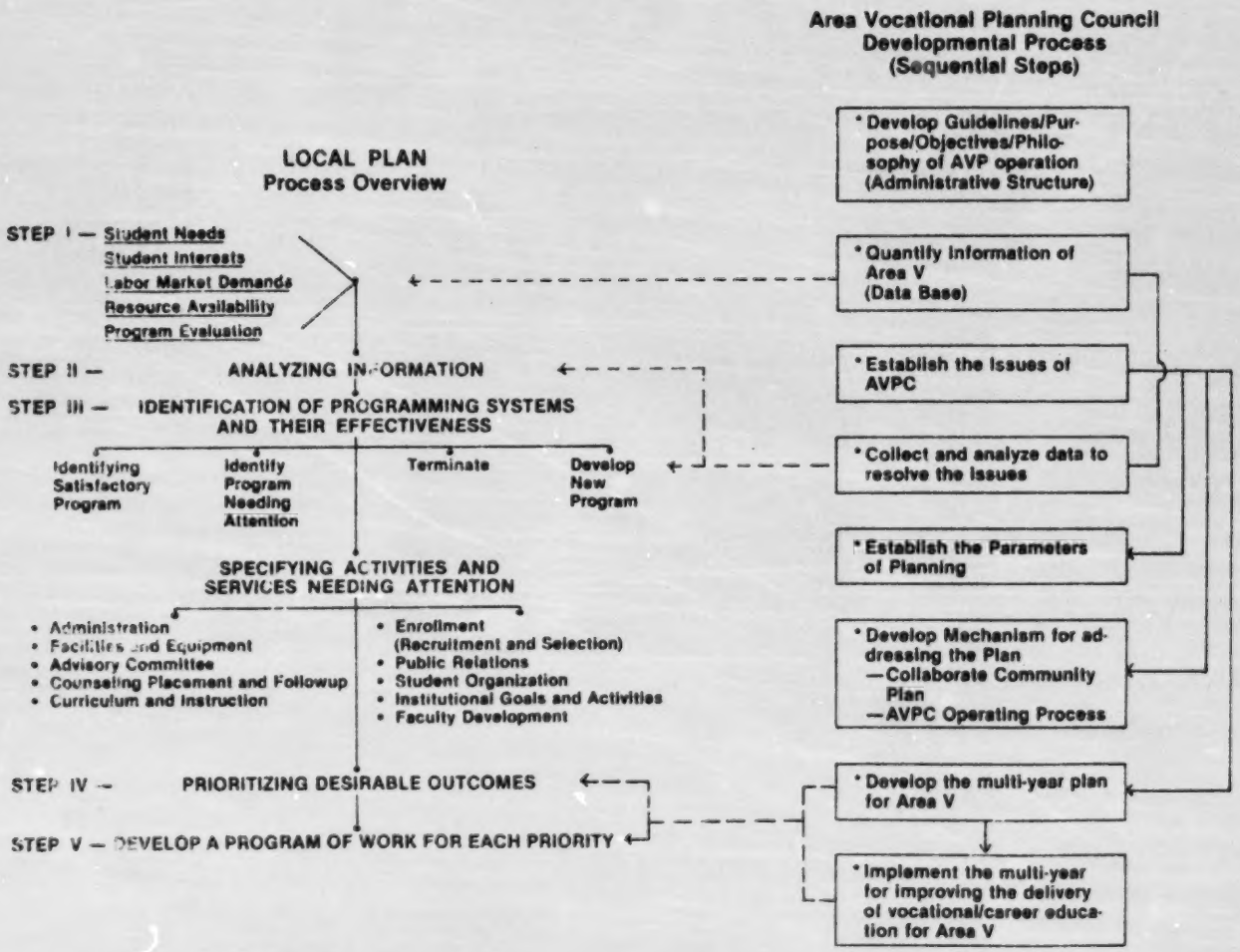

* Develop Guidelines/Purpose/Objectives/Philosophy of AVP operation (Administrative Structure)
* Quantify information of Area V (Data Base)
* Establish the issues of AVPC
* Collect and analyze data to resolve the issues
* Establish the Parameters of Planning
* Develop Mechanism for addressing the Plan
—Collaborate Community Plan
—AVPC Operating Process
* Develop the multi-year plan for Area V
* Implement the multi-year for improving the delivery of vocational/career education for Area V

These steps are based upon the Area Vocational Planning Council guidelines, Appendix E, in the Vocational Task Force Report, June, 1979. (Appendix F, this document.)

Figure 9

LOCAL PLANNING PROCESS AND AREA VOCATIONAL PLANNING

COUNCIL DEVELOPMENTAL PROCESS


Area Vocational Planning Council
Developmental Process
(Sequential Steps)
* Develop Guidelines/Purpose/Objectives/Philosophy of AVP operation (Administrative Structure)
LOCAL PLAN
Process Overview
STEP I — Student Needs
Student Interests
Labor Market Demands
Resource Availability
Program Evaluation
* Quantify information of Area V (Data Base)
STEP II — ANALYZING INFORMATION
* Establish the Issues of AVPC
STEP III — IDENTIFICATION OF PROGRAMMING SYSTEMS AND THEIR EFFECTIVENESS
Identifying Satisfactory Program
Identify Program Needing Attention
Terminate
Develop New Program
* Collect and analyze data to resolve the Issues
* Establish the Parameters of Planning
SPECIFYING ACTIVITIES AND SERVICES NEEDING ATTENTION
• Administration
• Facilities and Equipment
• Advisory Committee
• Counseling Placement and Followup
• Curriculum and Instruction
• Enrollment (Recruitment and Selection)
• Public Relations
• Student Organization
• Institutional Goals and Activities
• Faculty Development
* Develop Mechanism for addressing the Plan
—Collaborate Community Plan
—AVPC Operating Process
STEP IV — PRIORITIZING DESIRABLE OUTCOMES
* Develop the multi-year plan for Area V
STEP V — DEVELOP A PROGRAM OF WORK FOR EACH PRIORITY
* Implement the multi-year for improving the delivery of vocational/career education for Area V

E. Phases of Multi-Year Plan

The multi-year plan of the AVPC is best described in a five-phase reference.

Phase I - Awareness to Local Education Agency (LEA) of AVPC

Phase II - Development of Proper Information for Local Planning

Phase III - Formation of Delivery System(s), Planning Subgroups at the County Level

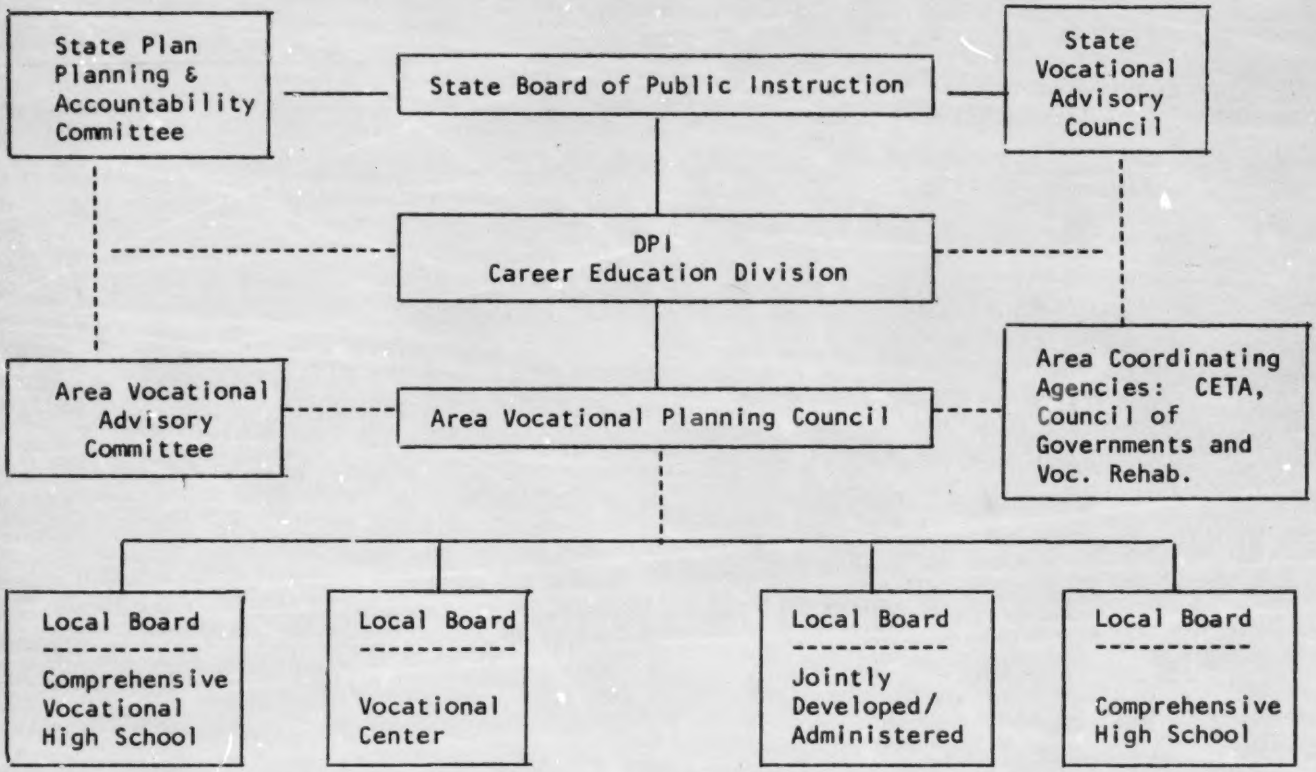
Phase IV - Initial Steps to Area-Wide Plan

Phase V - Ongoing Evaluation of the Implementation and Continuation of AVPC

To implement the multi-year AVPC Area-Wide Plan requires that a reporting system (the Local School Annual Application, CE-100, and accompanying Individual Program Approval, CE-4) flow through the AVPC to the local school. The following chart (Figure 10, page 41) and explanation (Figure 11, page 42) established the relationship of the AVPC to the local board and the Career Education Division of the Department of Public Instruction.

Figure 10

FRAMEWORK FOR AREA PLANNING COUNCIL RELATIONSHIPS*



The LEAs (whichever type or combination of types) present their method (local plan) of becoming part of fulfilling the vocational education requirements of the area vocational planning council's plan for delivery of vocational education to the area. If the area vocational planning council disapproves of the LEA method or plan, the LEA has the right to appeal to the State Board of Public Instruction.

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*Final Report of the Task Force on Vocational Education, Department of Public Instruction, Des Moines, Iowa, November, 1979, page 60.

Figure 11

Functions of Groups
Involved in the Proposed Planning Process

Groups	Function(s)
Comprehensive Vocational High Schools:	Develop local plan of implementation
Local Boards	Approve local plan and refer local plan to AVPC.
Vocational Centers	Develop local plan of implementation
Local Boards	Approve local plan and refer local plan to AVPC.
Jointly Developed/Administered	Develop local plan of implementation
Local Boards	Approve local plan and refer local plan to AVPC.
Comprehensive High Schools	Develop local plan of implementation
Local Boards	Approve local plan and refer local plan to AVPC.
State Plan Planning and Accountability Committee	Recommends general direction of vocational education to State Board and assists in planning where appropriate.
Agencies: CETA, Council for Governments, Vocational Rehabilitation, etc.	Provide services designed to develop employability and, as such, address the planning process.
Division of Career Education, Department of Public Instruction	Provides guidelines for planning and assistance in implementation of plan. Conducts evaluation and assists LEAs in self-evaluations.
Area Vocational Planning Councils	Develop area plan. Advise and consult with local schools concerning vocational planning.

*Final Report of the Task Force on Vocational Education, Department of Public Instruction, Des Moines, Iowa, November, 1979, page 61.

CHAPTER V - IMPLEMENTING A TRANSITION DELIVERY MODEL

A. Rationale

The Task Force on Vocational Education recommended in its official report of November 1979 that the Area Planning Councils, boards of local schools, and Area Education Agencies consider increasing the diversity of and accessibility to vocational offerings through the greater utilization of jointly administered programs. This chapter advances the concept of the center-based delivery system including a center-based curriculum model (see Appendix K, Recommendations of the Vocational Task Force). Several unique features are emphasized that support the Occupational Preparation Programming parameters advocated in this resource book (page 8).

A number of factors unique to Iowa support the rational for a secondary vocational center delivery model. Among those factors are:

1. An abundance of hard-surface farm to market secondary roads that already support a rural transportation model.

2. The existence of special education bus routes in many counties that are available for high school student transportation.

3. A number of existing cooperative programming arrangements in vocational agriculture, vocational homemaking, foreign language, etc.

The center-based delivery system has the following advantages over the current delivery system:

1. Provides quality programs for high schools with small enrollments.

2. Enhances peer group learning by providing opportunities for contacts with students from other schools.

3. Provides opportunity for cooperating schools to increase curriculum offerings.

4. Demonstrates how merged area community colleges can work with high school students and local communities to improve an area's educational services.

5. Provides new programs and new learning experiences for students.

6. Reduces cost-per-pupil-hour-of-instruction due to larger class size than would be possible at the local level.

7. Increases students' educational opportunity through academic, career and placement counseling, and subject matter woven around careers.

8. Gives schools an opportunity to provide career education through vocational programs.

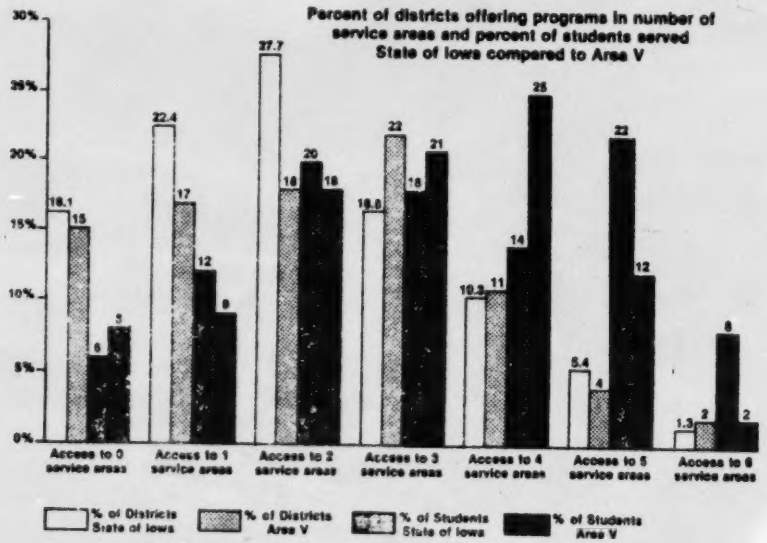
9. Encourages schools to do more with regular programs since pressure at the local levels for improved vocational programs is removed.

10. Demonstrates to communities the concept of career education, the need for vocational education, and the strength of the cooperative effort.

11. Demonstrates that public educational agencies, working together, can provide meaningful programs.

An analysis of rural youth in relation to establishing the need for vocational education includes two elements. First, the Report of the Vocational Task Force data presents a track record for planning.[22] The report indicates that in a state-wide study of the class of 1977 one year after graduation, 58 percent of those who participated in vocational programs were gainfully employed. It was noted that 49.18 percent of the members of the state's graduating class of 1977 did not enroll in any postsecondary education programs in the first year after graduation. Figure 12 below indicates the availability of vocational programming to students in the state and Area V and the percent of students served. This would seem to support the premise that vocational programs are needed at the secondary level to reach many students who terminate their formal education with high school.

Figure 12



Service areas are as follows: Vocational Agriculture, Home Economics, Trades and Industries, Distributive Education, Office Education, Multi-Occupation Coordinator, Health.

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*Final Report of the Task Force on Vocational Education, Department of Public Instruction, Des Moines, Iowa, November, 1979, page 18.

Second, The career development concept as suggested through the parameters of occupational preparation programming (see page 8) supplies a framework for planning. Certain skills (job seeking, job maintaining, life survival, and basic skills) need to be developed if the student is to live and work successfully. Leading directly to employment are exploratory programs with their attendant career decision-making skills and preparatory programs involving general employability skills and job specific skills.

B. Definition

A center-based delivery system is a joint effort of two or more school systems pooling their resources to provide career/vocational programs for their respective students without any loss of identity for the participating schools. The concept also includes the participation of the merged area school--the community college. (see Appendix L, Brochure of Storm Lake Iowa Central Community College Career Education Center)

Ideally, the center-based delivery system pools the junior and senior level students from a cluster of school systems into a geographic center for the purpose of augmenting students' vocational education opportunities. The system provides a time block for students to complete basic graduation requirements at the local school and a time block for students to attend the vocational center for vocational planning and training. Factors to be considered are transportation, time and distance, local school offerings, student needs, and business/industry needs. In many cases, a group of schools within a county or within two counties can supply the minimum number of students needed to support a center.

The geographic divisions of Iowa school systems are approximately 25 miles square with groups of school boundaries roughly parallel to county lines and with the county seat town usually the largest and many times near the center of the county. This geographic phenomenon supports a 10-15 mile travel time to a common center facility. The larger county seat town usually provides more community-based site experiences than possible in the contributing communities. These experiences include multi-occupational preparation, on-the-job training, (Work Experience) and Experience-Based Career Education exploration.

C. Philosophy

The development of joint-effort secondary career education programs is based on the assumption that students are not receiving adequate vocational programming in Basic Work Skills and Work Traits in existing high school programs. In the past, skill development (Employability and Job Specific Skills) have been developed in Vocational Homemaking and Vocational Agriculture Programs with some programming available in Business Education and Industrial Arts areas. Such programs require the purchase

and maintenance of expensive equipment even as enrollments in rural schools decline. Small schools can, by banding together with the aid of the area community college fulfilling the role of a catalyst, provide sufficient numbers of studetns to make programs cost-efficient.

Even more important than the cost factor is the needed variety of programs that can be offered to meet the wide range of occupational interests and needs of students. Some students have well-formed career plans and need entry-level skill training while others need the opportunity to formulate career plans while exploring one or more career options. The flexibility build into the joint-effort center plan meets these various student needs.

Center-based planning provides a way to increase the educational opportunities available to Iowa's rural students. The larger number of students served and the broader financial base combine to bring the cost-per-student down. Occupational programming which provides this type of service can aid in the reduction of the drop-out rate in the local schools.

D. Establishing the Joint-Effort Programs

The essential component of joint-effort planning is the agreement between local schools and the area college that a center-based delivery system is needed. Each agency's chief administrator must explain to the local board that the programs are needed and the board and administrator must be willing to find the necessary resources for establishing and maintaining the programs. The result of that commitment is the development of support policies by each local board for the center-based delivery system. Local staffs and parents must be kept informed about program advantages through joint public meetings with the board.

Each high school principal must accept the philosophy that joint-effort planning can better meet the needs of his students. Each principal is responsible for the development of the curriculum offered at the center through joint effort programming. The principals need to feel that the operation of the center is but an extension of their own school system. The guidance department assists the principal in conducting surveys of parents and students to determine which programs should be instituted first. The principal can recommend policy concerning the amount of credit which will be earned toward graduation in joint-effort programming. The principal must also make plans to structure a schedule which will allow students to be released for half of the school day to attend the center.

The responsibility of identifying students who can best profit from each of the joint-effort programs in these courses in sufficient numbers rests with the guidance office in each school. Guidance counselors must help conduct and tabulate the surveys of students and parents and plan student schedules to assure the necessary block of time. The need for career planning, as part of the total educational program, should be explained and student questions answered by the guidance staff.

The combined effort of administration, staff, and board must be directed toward explaining to the students that the joint-effort programs will be meaningful and will not detract from participation in local school activities (extra-curricular) nor will it detract from individual school loyalties.

The local school board staff needs to survey the offerings to determine what is taught in each program. This is necessary to prevent duplication between the local school offerings and center-based programs. The staff of the community college can provide expertise in developing program offerings, which can provide minimal job-entry skills (general employability skills and job specific skills) as well as preparation for entry into more advanced post-secondary programs.

Follow-up records of student performance and mobility must be kept. Such records will aid in maintaining quality programs. which assist in maintaining adequate enrollments. Employment trends and post-secondary education availability can be monitored and correlated with the curriculum of the joint effort. Such activities should be conducted in the administration of the joint-effort programs.

Each cooperative group of schools should provide a student population large enough to insure adequate enrollment in each program. It should also be geographically compact to minimize students' travel time to and from the center. Suggested minimum enrollment for a group of up to eight schools to offer five to six programs is 400 twelfth-grade students (see Appendix M, Area V Population Study).

E. Implementation Guidelines

Implementing a center with adequate occupational preparation programs includes these elements:

1. Administration, local boards, community college representation, and Department of Public Instruction representative working together.

2. Development of necessary studies to support the concept.

3. Proper information dissemination to all parties.

4. Work plan with time elements and the coordination of the procedures as the key factor.

5. Adequate facilities, including equipment, supportive policies, staffing, and calendar arrangements and program development.

6. Evaluation processes and standard operating procedures.

These elements are developed and articulated in four phases.

Phase 1 - Involvement and Study Period (Suggested Three Months)

This phase involves the development of the needed information processes, involvement with Department of Public Instruction, and development of the needed structure.

Phase 2 - Formative Period (Suggested Six Months)

This phase involves coordinating studies and personnel into a plan of development.

Phase 3 - Implementation Period (Suggested Three Months)

This phase unifies the plans into the actual development of the center that is ready to receive students.

Phase 4 - Operational Period

This is the ongoing procedural effort developed for continued operation of the center.

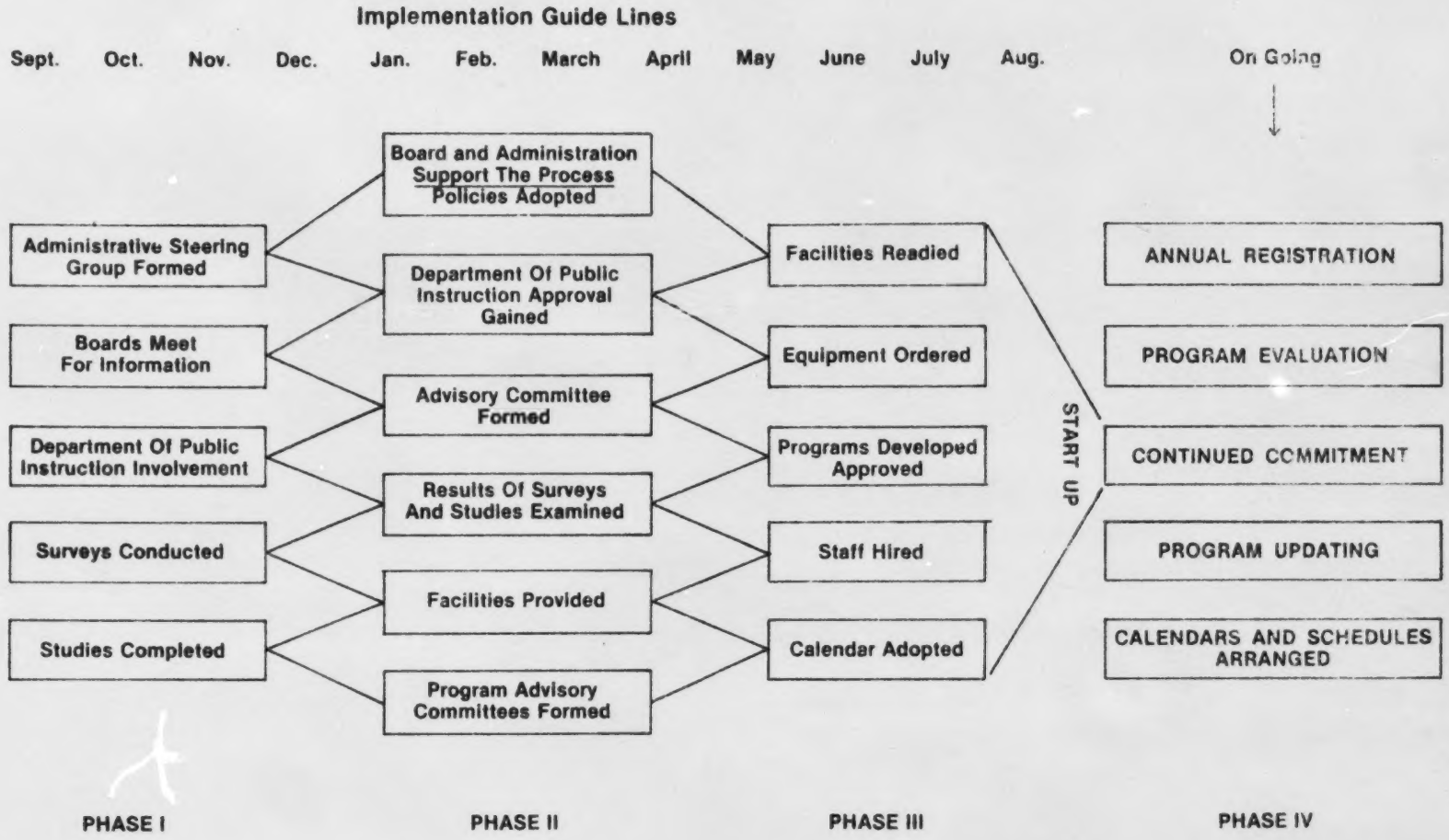
The key to carrying out the implementation activities is the timing of these activities and the involvement of personnel. The chart on page 49 illustrates that coordination.

F. Financing

Financing of joint-effort programs can be divided into various categories of support and resources necessary to develop, implement, and sustain the programs. A typical list of categories might be as follows:

Category	Responsible Agency
Developmental Time	Local school and merged area indirect aid
Equipment	Merged area and/or local school
Instructional Cost	Merged area and/or local school
Physical Facilities	Merged area and/or local school
Transportation	Local school (direct transportation aid)
Insurance (Student)	Parents
Supervisory Administration	Merged area school

Figure 13


Implementation Guide Lines
Sept.
Oct.
Nov.
Dec.
Jan.
Feb.
March
April
May
June
July
Aug.
On Going
Administrative Steering Group Formed
Boards Meet For Information
Department Of Public Instruction Involvement
Surveys Conducted
Studies Completed
Board and Administration Support The Process Policies Adopted
Department Of Public Instruction Approval Gained
Advisory Committee Formed
Results Of Surveys And Studies Examined
Facilities Provided
Program Advisory Committees Formed
Facilities Readied
Equipment Ordered
Programs Developed Approved
Staff Hired
Calendar Adopted
START UP
ANNUAL REGISTRATION
PROGRAM EVALUATION
CONTINUED COMMITMENT
PROGRAM UPDATING
CALENDARS AND SCHEDULES ARRANGED
PHASE I
PHASE II
PHASE III
PHASE IV

G. Center-Based Curriculum Design

A major function of the center delivery system is to provide an appropriate curriculum. The basic curriculum development principles that must be taken into account are continuity, sequence, and integration. Continuity is the repetition of significant concepts throughout a course of study to insure that the student understands and assimilates the concepts. Sequence is the ordered progression of learning experiences that provide students a rich understanding of more complex and abstract ideas. Integration is the unity among learning experiences which enables students to apply concepts learned in one discipline to other disciplines.

The above principles should guide the designing of a curriculum which gives special attention to the following design elements:

1. Time: To facilitate maximum learning and skill development, a block of time is mandatory. Half of the school day must be made available.

2. Student Motivation: The recommended grade level is grades 11 and 12, using the half day time block. The older adolescent is capable of maximum exploration and skill development with the block time.

3. Curriculum Sequence: Local schools should offer in the earlier grades those prerequisite recommended courses that integrate skill development with the career development process.

4. Offerings:

   a. Emphasis should be placed on the sequence of career decision-making skills beginning in grade nine. Those decision-making skills are:

      - The skills of using personal and social goals in the decision-making process.
      - The skills necessary to gather, organize, and evaluate information for effective decision-making.
      - The skills of formulating tentative career plans.
      - The skills of evaluating career decisions as they relate to personal values.
      - The skill of developing short- and long-range educational, social, and occupational goals.

   b. The main emphasis in occupational preparation programming is basic work skills and work traits as related to the development of general employability skills. Occupational Preparation Programming is a continuum of developmental experience emerging from career education and pre-vocational programming sequence. The continuum for all practical purposes begins in grade nine and ends with experiences in a training program at the post-secondary level.

The goal of general employability skills is based upon the following premises:

1. That the career decision-making process is basic to the development of general employability skills. Students must proceed through the career decision-making process and emerge from the general employability level of programming with career decision-making knowledge and a tentative personal career plan based upon a practicum experience.

2. That the focus of the secondary school is the development of general employability skills that include basic work skills and basic work traits.

3. That the vehicle for teaching basic work skills, basic work traits, and career decision-making skills is a Program of Instruction with subject matter content focused on job specific skills in the vocational service/cluster area.

4. That this subject matter content in the occupational setting becomes the basis for developing job specific skills at the secondary level in some programs (i.e., Cosmetology and Health Aide) when business/industry specifies certifiable competencies and requirements for that occupational area and is the basis for continuation into the post-secondary level with articulation that facilitates student advancement in programs.

Basic to all segments of a vocational program are the learning experiences in job seeking skills, job maintaining skills, life survival skills and basic social, math, and communications skills needed for occupational preparation.

H. Program of Instruction

The heart of the center-based concept of developing occupational preparation programs is the Program of Instruction (see Appendix N, recommended standard Vocational Task Force Report, page 43). A Program of Instruction consists of the total planned sequence (grades 9-12) of learning activities which includes a basic academic core, occupational subject matter and preparatory training that provides work skills, work traits, and career decision-making skills. Subject matter in the program sequence will also include job seeking skills, job maintaining skills, life survival skills, and the basic vocational math, science, communication, and social skills.

1. Basic Academic Core:

   The core consists of those fundamental courses in math, science, social studies, and language arts required for graduation from the local high school.

2. Exploratory Experiences:

   Exploratory experiences are those sequential experiences that enable students to develop those career decision-making skills necessary to develop their career goals.

3. Levels of Programming:

   There are two basic levels of programming: (1) developmental programming consisting of those areas of study related to the occupations that support the students in their preparation level work; i.e., business math, business law, general business, industrial arts, home economics, etc. and (2) preparation programming consisting of those areas of study that provide students basic work skills and work traits for entry-level employment.

4. Basic Conditions:

   A program of instruction must consist of all <u>three</u> component parts: supportive developmental subjects, recommended academic core, and preparatory programming. More specifically, the program of instruction must honor the following prescriptions:

   a. Adequate exploratory experiences shall be provided to each student via the local school career development operating plan.

   b. The content and objective offered secondary students are dependent upon the competencies required by business/industry for entry into local occupations.

   c. All programs of instruction shall be structured around an area of employment identified by a taxonomy number for that vocational service or cluster area.

   d. For a program of instruction to be approved, all three component parts must be structured into the program of instruction.

   e. A program of instruction cannot consist solely of occupational subjects or occupational and general education subjects <u>or</u> of occupational and general education or exploratory experiences.

   f. Occupational subject descriptions must specify the skill areas addressed in order to be included as part of the total approved program of instruction.

   g. The same applies to general education subjects included in the program of instruction.

Occupational Preparation Programming is a continuum of developmental experiences emerging from a career education and pre-vocational programming sequence. The continuum for all practical purposes begins in grade 9 and ends with the culmination of experiences in a training program at the postsecondary level. The component parts of the program of instruction are illustrated in Figure 14 on the following page.

Figure 14

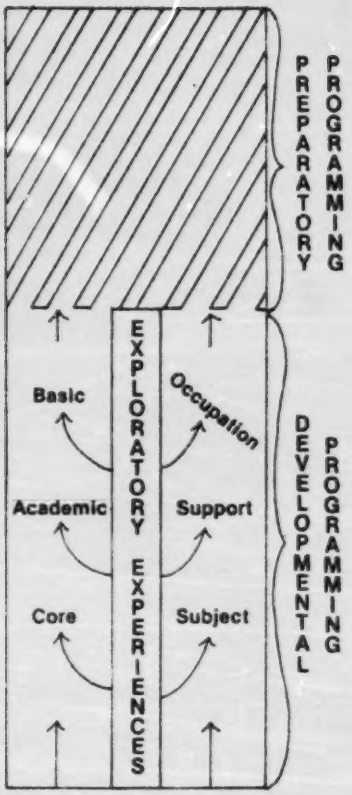
COMPONENT PARTS

OF THE

PROGRAM

OF

INSTRUCTION



I. Center Program Offerings

With the development of the Vocational Task Force Report and the formation of the Area Vocational Planning Council, the emphasis has been placed upon the center concept delivery system for the rural areas of Iowa. The purpose of the joint-effort offering in a center-type curriculum model is to provide within the framework available to all schools the preparatory level necessary for the development of entry-level employment skills.

Following the guidelines stated in the Basic Condition Section (page 52), including the stated purpose of block-time program being the preparatory level necessary for development of entry-level employment skills, a ten-program model is exemplified on page 56.

Local schools supporting the center where the block-time program is offered supply those general education and occupational subjects as needed. The center administrative team, working with local school principal, should develop a recommended list of common subjects for each program of instruction.

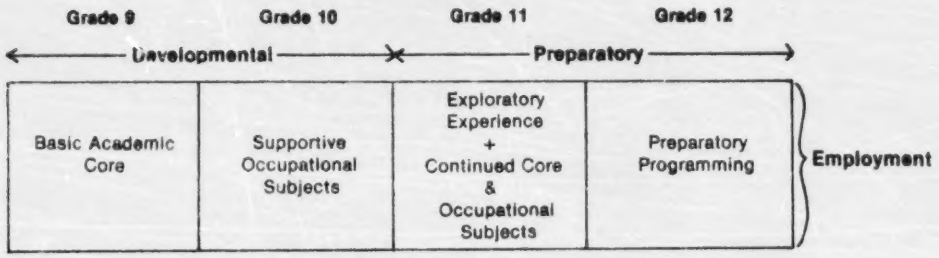
The key to center program offerings is the development of a cooperative effort by all supporting schools to structure local curriculum (schedules) to meet program goals. The model illustrates many combinations of curriculum offerings that can be structured into a center-type curriculum.

J. Types of Programs

Programs can be structured as a single occupational placement or as a multiple occupational placement in a service area. A vocational service area may have more than one program of instruction. A program of instruction, for example, may be structured around a two-year sequence identifiable by a separate program taxonomy in that service area. Figures 15 and 16 present exemplary programs for both kinds of placement.

Figure 15

SINGLE OCCUPATIONAL PROGRAM SEQUENCE



Example Model Program

Health Aides

Grade 9 - Algebra and General Science (Recommended)

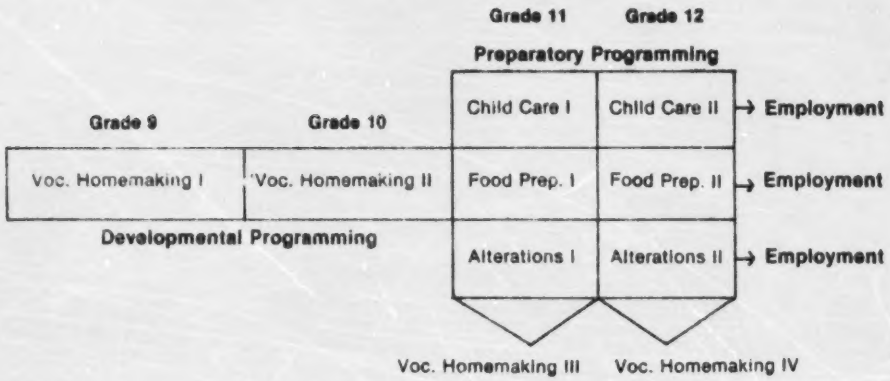
Grade 10 - Biology (Recommended)

Grade 11 - EBCE experience in Health Fields (one semester) plus Science and additional Math (Recommended)

Grade 12 - Joint-effort block time (one semester) program in Health Aide Occupations. (See Appendix O for program description.)

Figure 16

MULTIPLE OCCUPATIONAL PROGRAM SEQUENCE



Example Model Program

Vocational Homemaking

A vocational service area may have more than one program of instruction. A program of instruction may be structured around a two-year sequence identifiable by a separate taxonomied program in that service area.

Grade 9 - Vocational Home Economics I (Recommended)

Grade 10 - Vocational Home Economics II (Recommended)

Grade 11/12 - Three Possible Program Choices

1. Child Care
2. Food Preparation
3. Clothing Specialist

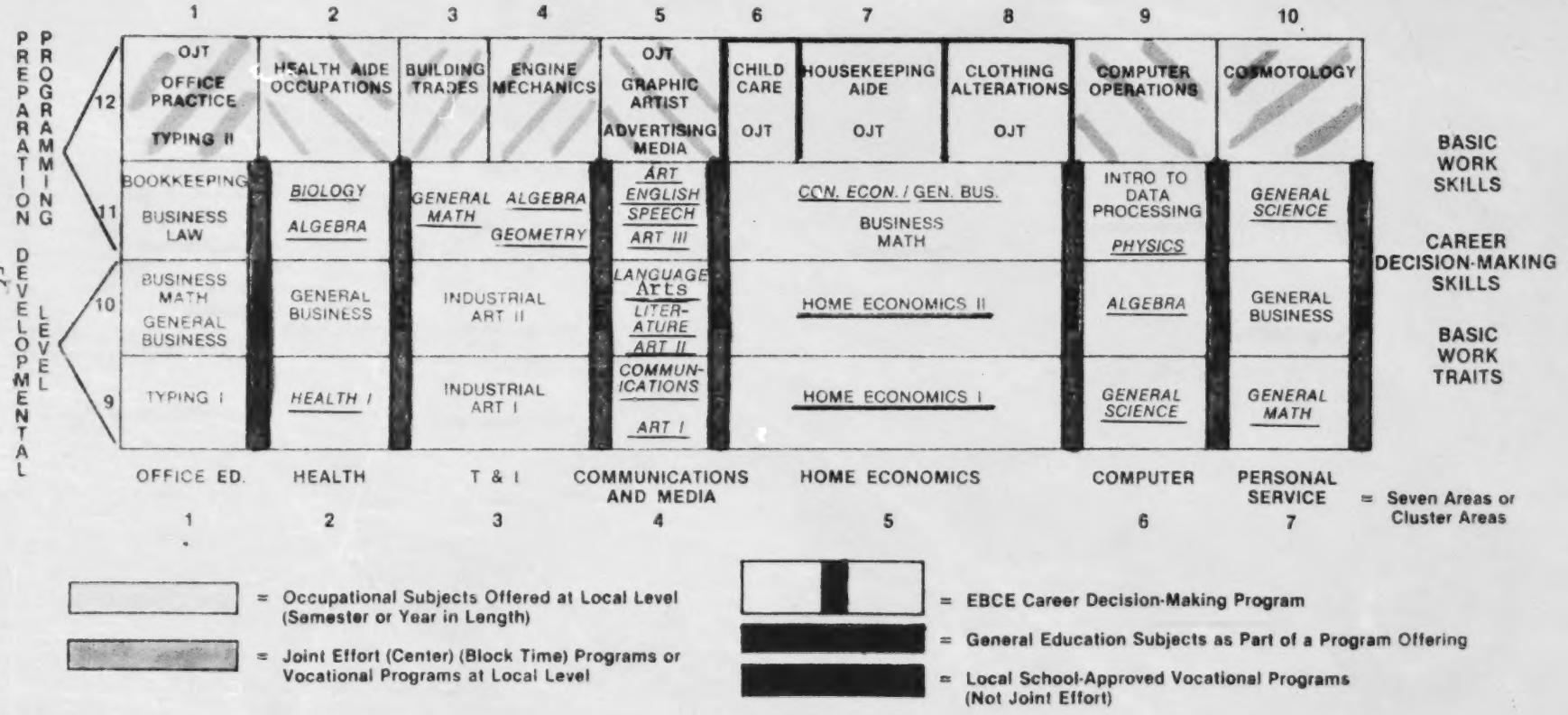
- Students in Child Care (grade 11) would enroll in Child Care I (as a separate class within the curriculum of Vocational Homemaking III). Students then would proceed to grade 12 and enroll in a separate class, Child Care II, (within the curriculum of Vocational Homemaking IV).

K. A Center Model Ten Program of Instruction

The joint-effort programming supports that plan. The center concept is a natural development whereby many schools can pool their students and efforts to develop adequate programs of instruction. Using the recommended program of instruction format, Figure 17 illustrates a center offering ten programs of instruction to students.

Figure 17

An Example
Center Based Joint Effort Cooperative Program
(Ten Programs of Instruction)



CONCLUSION

The success or failure of the Iowa Transition from School to Work model described in this report depends on many factors. Certainly legislation requirements (School Standards) are important, Department of Public Instruction leadership and resources are essential, and local administration and local board support and commitment are vital. Most important in the development of the transition model is the belief by education personnel that Iowa must refine its educational system *within* the context of existing resources and personnel to meet today's and tomorrow's needs.

The *transition* from school to work as described in this modest effort is a developmental process. The student in the progress of his educational experiences at the local school moves out of a cloistered patterned existence of class periods (time) into a new world of occupational programming available in the center concept of organization. The half day experience in a single occupational area promotes transitional growth in new dimensions. A center of new peers is developed; a center of concentrated curricular experiences moves that student into the mode of the working world. The further development of *transition process* can be improved with accompanying curriculum changes. The center curriculum model in Chapter V (Figure 13, page 53) changes the current curriculum concept stated in the beginning of this report (Figure 1, page 1).

The role of the secondary vocational education should be to assist the student in the transitional development process. The work of this report with its accompanying rationale, conceptual models and explanations seeks to accomplish the first step toward the improvement of the secondary school educational process of Iowa. The secondary schools will then be better able to address the needs of rural students in the next decade.

Iowa needs to look at its educational system. Numerous outside forces will force changes. Perhaps this sourcebook will enable us to rationally plan to meet those changes rather than percipitously react to them.

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APPENDIX

A - Iowa Career Development Model

B - Humboldt County Business/Industry Survey Abstract

C - School Standards of Iowa

D - Community Survey for Collaborative Career Education Model

E - Community Resource Grid

F - Area Vocational Planning Council

G - Student Needs Survey

H - Student Follow-Up Survey and EBCE Follow-Up Survey

I - Parent Survey

J - Business and Industry Survey

K - Recommendations of Task Force

L - Storm Lake Center

M - Area V School Center Population Study

N - Recommended School Standard

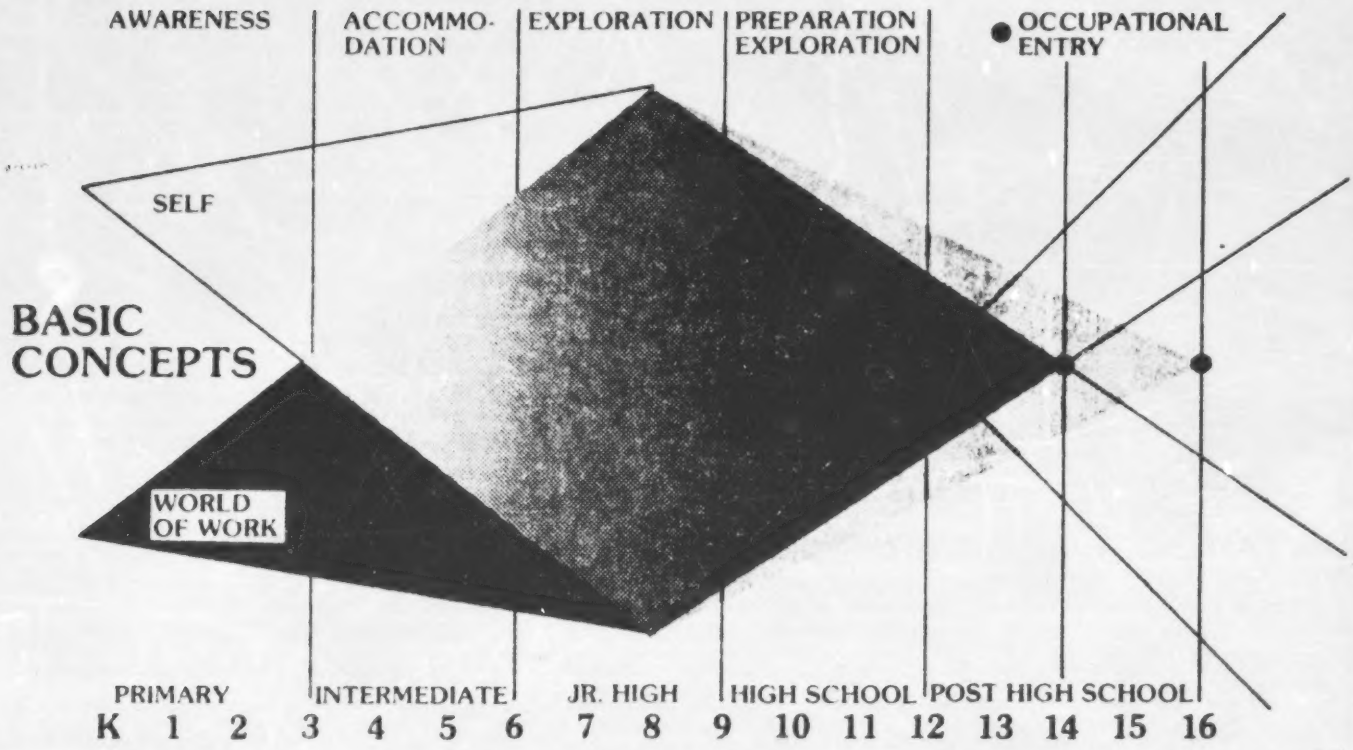
O - Health Aide Program Description

APPENDIX A

IOWA CAREER DEVELOPMENT MODEL

MODEL FOR CAREER DEVELOPMENT

CAREER DEVELOPMENT PHASES



Developed as part of Career Education Project, Iowa State University

Figure 1

This model identifies that within the secondary schools, grades 7-12, there are several phases of career education. The students are provided job entry skills in the preparation (vocational) phase. This phase for secondary preparatory (vocational) programs usually takes place in grades 11-12.

It appears the original charge of the task force was to become familiar with secondary vocational programs that provide students with job entry skills, the various program needs, and the different delivery systems to make these secondary programs accessible to more Iowa high school students.

It is within the overall career education concept that some of the following positions are identified. Specifically, however, it is within the preparatory (vocational) phase that the list of secondary vocational education positions have been identifed.

CONCEPT

Based on the Career Education definition, a model for career development was generated showing the relationship of these concepts in the total curriculum. The model depicts a concept of career development beginning in kindergarten and continuing throughout life. It evolves around two basic concepts--the concept of self and the concept of the world of work. The self-concept focuses on the learners understanding of and preparation for entry into the world of work. The purposes of these two concepts remain the same throughout the model, but function differently during each phase of career development.

During the awareness phase of career development, the self-concept emphasizes those educational experiences that will lead the learners to becoming aware of themselves and others in a physical sense, their personal feelings, and about living with others. The learners become knowledgeable of the function and operational structure of the school, recognize accepted school behavior, and recognize factors which contribute to optimum learning potential. They recognize personal attributes, suggest individual steps for improvement of learning, describe personal feelings toward school, exercise their feelings toward themselves and others and examine individual family and social characteristics and needs of man. For the world of work concept, emphasis is placed on developing understandings of and appreciation for work, the value of the worker, and the role of work and the worker in our society.

The learners examine the world of work as it relates to the "total" lives of individuals and groups. They interpret the concept of work, recognize the reasons people work, and exhibit a positive attitude toward work.

They examine occupations, occupational change, and how their self-perceptions relate to selected occupations by exploring a wide variety of occupations. They discover that people change occupations and relate their self-perception to those occupations that interest them.

They explore the economic aspects of work, differentiating between employers and employees and consumers and producers, recognize money as a medium of exchange, examine how workers are paid for their services, and identify the influence of transportation in the economic system. During this phase, no attempt is made to relate the points of emphasis stressed in each of the concepts.

The accommodation phase has two purposes. The learners continue to develop self-awareness and awareness of the world of work. In addition, they begin to relate or fuse (accommodate) their understanding of selves and the development of academic skills, and develop appreciation of their individual characteristics by adapting and adjusting them to contribute to school and community. They examine the world of work

as related to the well being of individuals and society. They investigate (1) the nature of occupational clusters, (2) factors which influence our economic system, and (3) the similarities and differences between values in diverse cultures. The fusion of these two concepts continue throughout the career development process leading eventually to entry into a life style and occupation suited to their interests, abilities, and desires.

In the exploration phase, the learners begin indepth exploration of their real interests, aptitudes, and desires and the occupational clusters that comprise the world of work and their interrelatedness. During this phase of career development, they recognize the educational setting as a place to gain direction and needed skills for the development of career goals. They consider their analysis of the economic aspects of the world of work and investigate societal and cultural factors which influence and control human behavior. Through education experiences provided during this phase of career development, the learners will be prepared to assess and pursue the career options open to them. By careful screening and selection, they will be able to choose those high school courses which relate to their personal attributes, satisfactions, and career learnings. As a result of these experiences, they begin the process of selecting occupational areas for which to prepare for job entry.

The fourth phase of career development--the preparation and exploration phase--has a two-fold purpose. The learners may continue their exploration of the occupational clusters that comprise the world of work or begin preparing for occupational entry into a cluster area. As a result of educational experiences provided in this phase of career development, the learners will attain employment qualities and skills for the world of work, including attitudes, values, and occupational skills to the extent necessary for economic independence and personal fulfillment. The learners will utilize the educational setting as any place or program in the school and/or community which will give direction and skills for career development.

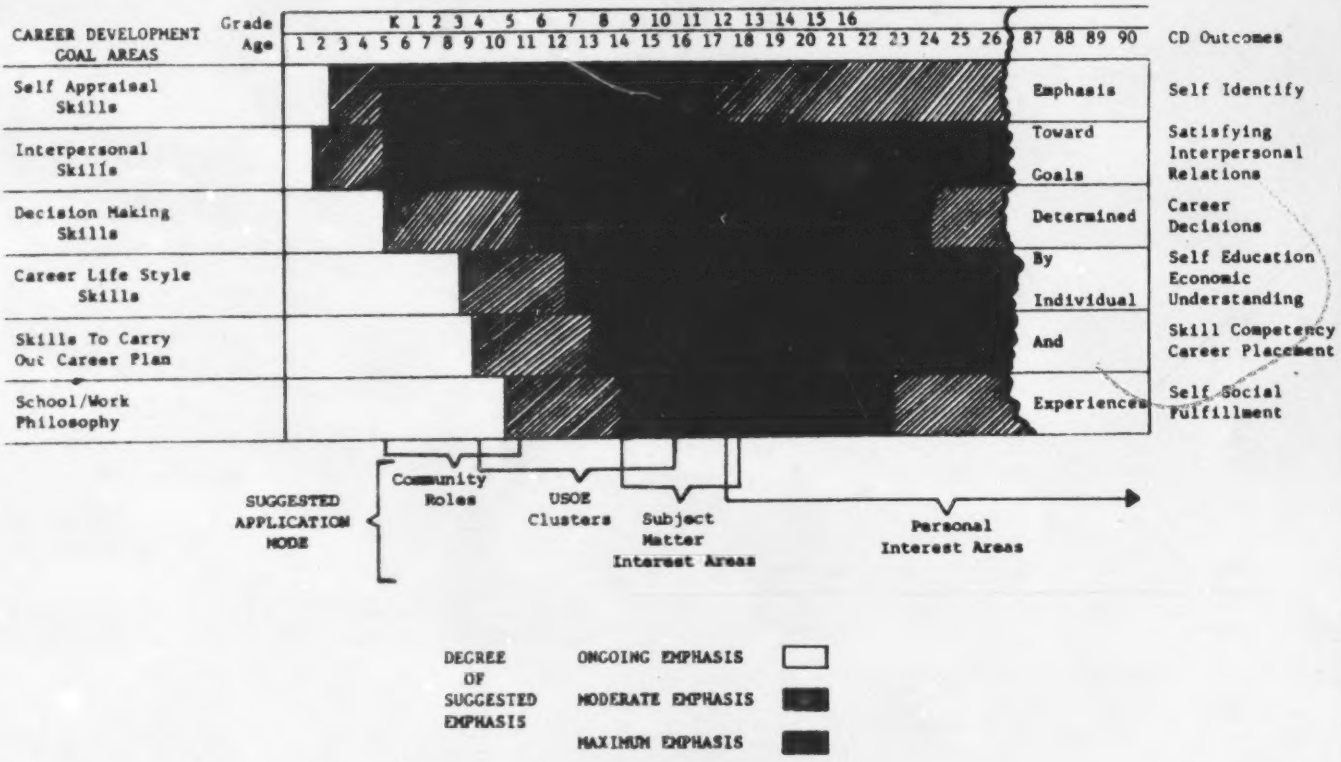
The learners will utilize their aspirations, experiences, values, and abilities to give orientation and direction to their career development. The learners continue analysis of specific behaviors and life styles while determining and preparing personalized directions for the world of work. They examine selected careers and corresponding life styles as they relate to their own skills, capabilities, self-perception and needs, and recognized societal functions that influence human behavior.

The final phase of the model suggests broad opportunities for the learners once they have entered an occupation and a life style. While it is recognized that occupations that exist today may be nonexistent in the years ahead, the career development process that the learners have experienced throughout their formal education should provide them with those skills and abilities needed to adjust to the changes that they may face in the years ahead.

The model presents a concept of career development with specific tasks to be satisfied at specific grade levels. It is important to realize that it represents a thought, revealing a flow of this thought throughout the learners' educational experiences. In no way should the lines in the model be interpreted as being rigid in determining the functions to be carried out at a specific grade level or describing the function of the phase of career development at that grade level. It is understood that career awareness, accommodation, exploration, and preparation of self and the world of work can and will most likely take place at all grade levels. The abilities, interests, desires, and backgrounds of the learners will dictate what will be emphasized at a specific grade level. The model should be viewed as being very flexible with the rigidity in the concept concealed within the individual student and the model structured to the individual students and their needs.

The Concept of Career Education with goals and outcomes is illustrated below -

SUMMARY CHART: DRAFT OF A SCOPE AND SEQUENCE MODEL



PROGRAMMING EMPHASIS (ongoing/moderate/maximum) conceptualizes the human development task emphasis based upon a human growth and development sequence.

APPLICATION MODES specify curriculum parameters especially effective for student career development needs.

- Subject Matter Interest Areas are the in-school occupational/ vocational programs/courses.

- Personal Interest Areas are those programs/courses designed for this latter stage of occupational programming (exploration can be finalized in a community-based setting).

APPENDIX B

HUMBOLDT COUNTY BUSINESS/INDUSTRY SURVEY ABSTRACT

HUMBOLDT COUNTY
BUSINESS /INDUSTRY SURVEY
ABSTRACT

DATE OF SURVEY: Summer, 1982

METHOD OF SURVEY: Personal Interview

COUNTY STATISTICS: Population - 12,246 - Age Grouping - 15-34 3,920
35-49 2,130
50 & Over - 4,110

No Significant Minority Groups

Number of Farms - 860; Average Size - 311 Acres

Number of Businesses - 412; Employing 5,100

Household Income Range -

$ 8,000 to $15,000 - 16.2% of Population
15,000 to 25,000 - 28.7% of Population
25,000 and Over - 36.6% of Population

Four Community School Districts -

K-12 Enrollment - 2,408
Towns - 13
(Humboldt largest town with 4,465 population)

SITES SURVEYED: Stratified Sample Classified by Vocational Service Areas - 75 Sites Surveyed of 412 Places of Business (111 of 412 Were Single Owner Sites--No Employees) - The 75 Sites Selected Employed More Than One Employee - Within the 75 Sites, There Were 148 Occupational Areas

Chart 1

NUMBER OF JOBS AT THE 75 SITES SURVEYED
IN HUMBOLDT COUNTY ACCORDING TO SERVICE AREAS

Rank Order According to Full-Time Jobs

Service Areas	F.T. Jobs	%	P.T. Jobs	%
Trades and Industries	416	58	68	47
Office Education	108	15	20	14
Distributive Education	79	11	14	10
Agriculture/Agri-Business	53	7	19	13
Health	48	7	19	13
Home Economics	13	2	4	3
Industrial Arts Included in Trades and Industries	0	0	0	0
TOTALS	717	100%	144	100%

CHART 2

RANK ORDER OF TOP 20 TRAITS OF WORKERS
RECOMMENDED BY THE 75 SITES
SURVEYED IN HUMBOLDT COUNTY

(N = 148 OCCUPATIONAL AREAS)

WORK TRAITS	RANK	WORK TRAITS	RANK
Dependable	1	Ability to Work with Others	11
Personality	2	Interest in Advancing/ Aggressive	11
Ability to Work with Customers	3	Attitudes	13.5
Neatness	4	Patience	13.5
Honest	5.5	Orderliness	15
Clean	5.5	Good Public Relations	16
Appearance	7	Promptness	18
Responsible	8.5	Common Sense	18
Willing to Work	8.5	Communicative Skills	18
Initiative	11		

CHART 3

TOP 15 REASONS WHY PEOPLE FAIL
AS AN EMPLOYEE

1.	Poor Work Habits	26
2.	Not Dependable	23
3.	Lack of Respect for Authority	15
4.	Dishonest	12
5.	Not Productive	11
6.	Cannot Work with Fellow Workers	11
7.	Late for Work	6
8.	Lack of Human Relationship	5
9.	Cannot Work Within Organization	3
10.	Cannot Follow Instruction	3
11.	Lack of Communication Skills	3
12.	Attitude Toward Work	3
13.	Lack of Ambition	3
14.	Incompetent	3
15.	Absenteeism	3

CHART 4

BASIC WORK TRAITS AND SKILLS IDENTIFIED AT 75 BUSINESS SITES IN HUMBOLDT COUNTY

- BASIC WORK TRAITS

Dependable
Ability to Work with Customers
Neat
Honest
Responsible
Willing to Work
Initiative
Interest in Advancing
Common Sense
Communicative Skills

- BASIC WORK SKILLS (By Vocational Service Area)

AGRICULTURE

Mechanical Skills
Math Skills
Record-Keeping Skills
Organizational Skills
Communication Skills
Driving Skills

GENERAL WORK SKILLS

Mechanical Aptitudes Skills
Math Skills
Reading Skills
Communication Skills
Organizational Skills

TRADES AND INDUSTRIES

Mechanical Skills
Physical Manipulation Skills
Math Skills
Communication Skills

DISTRIBUTIVE EDUCATION

Math Skills
Sales Skills
Mechanical Skills
Communication Skills
Management Skills
Measurement Skills
Making Change

OFFICE OCCUPATIONS

Typing Skills
Telephone Skills
Math Skills
Communication Skills
Shorthand/Dictaphone Skills
Accounting Skills
Organizational Skills
Filing/Record Keeping Skills
Office Machines/Mechanical Skills
Dealing with People
Computer Operator Skills

HEALTH

Organizational Skills
Reading Skills
Record-Keeping Skills
Communication Skills

HOME ECONOMICS

Reading Skills
Communication Skills
Mechanical Skills

CHART 5

RANK ORDER OF FIRST EMPLOYMENT OF GRADUATES OF THREE CLASSES (1977, 1979, 1981) FROM HIGH SCHOOLS IN HUMBOLDT COUNTY (Classified by Service Areas)

1. Industrial Arts
2. Office Education
3. Home Economics
4. Vocational Agriculture
5. Trades and Industries
6. Health
7. Distributive Education

CHART 6

KINDS OF JOBS AVAILABLE IN HUMBOLDT COUNTY ACCORDING TO VOCATIONAL SERVICE AREAS FOR HIGH SCHOOL GRADUATES

Agriculture	Ag. (cont.)	Distributive Education	Health	Office Education	Trades & Industries	Trades & Industries (cont.)
Heavy Equip. Operator	Mach. Re-assembler	Salesman	Nurses' Aides	Clerical	Dark Room Tech.	Laborers
Quarry Worker	Parts Dept.	Parts Person	Orderlies	Dispatch	Photographer	General Plant Workers
Material Tech.	Hog Buyer	Manager Florist	Geriatric Aide	Secretary	Press Person	Painters
Quarry Operator	Meat Cutter	Customer Service	Ward Clerks	Receptionist	Binding	Assemblers
Quarry Manager	Plant Super. in Seed Corn Company	Ad Salesman	Physical Therapist Aide	Accountant	Graphic Design	Laggers
Quarry Super.	Seed Corn Plant Laborers	Counter Clerk		Computer Oper.	Announcer	Gen. Clean-Up
Mechanic	Grain Plant Manager	Lumber Dept. Manager		Bookkeeping	Typesetting	Drill Press Oper.
Feed Mill Operator	Groundskeeper	Industrial Sales		Counter Work	Electrician	Finish Room Helpers
Assist Herdsman		Bulk Feed	Home Economics	City Clerk	Iron Workers	Furniture Assembler
Stockman		RV Sales		Purchas, Clerk	Plumber	Furniture Sales
Dairy Laborer		Insurance Agent		Sales Manager	Sheet Metal Work	Pay/Order Oper.
Reporters		Advertising	Housekeeping	Phone Solicit	Heavy Equip. Operator	Weigh Scale Op.
Truck Driver		Farm Sales Implement	Motel Maids	Insurance Adjustor	Carpenter	Ammoniate Mach. Op.
Spreader		Grocery Store Clerk	Cheese Maker	Switchboard	Bricklayers	Wood Cutter
Sprayer		Petroleum Salesperson	Seamstress	Cr. & Collec.	Brick Tenders	Wood Finishing
Horticulture Worker		Grocery Checker	Baker	Insurance	Laborer	Draftsman
Milk Hauler		Stockboy (Grocery)		Hospital Admitting	Main. Person	Water Pump Rebuilder
Fertilizer Mixer		Lumberyard Man		Patient Accounting	Janitors	Clutch Rebuilder
Chemical Distributor		Car Salesman			Custodial	Parts Tear Down
Farm Equip. Service Dept.		Cook Waitress			Mowing	Production Super.
		Cashier			Bridge Work	Seamstress
		Bartender			Loader Operator	Cutter-Stuffer Upholstery
		Dishwasher			Diesel Engine Repair	Laundry
		Dietary Assist. (Cook)			Welding	Act. Director
		Quantity Foods			Machine Repair	Teacher's Aide
					Mechanic	Sanitation Worker
					Hospital Engineers	Disposal Plant Op.
					Broadcaster	Policeperson
						Super. of Mun. Plant
						Police Chief
						Librarian
						Service Attendant
						Truck Driver - Bus

Chart 7

FOLLOW-UP STUDY OF GRADUATES OF THREE CLASSES (1977, 1979, 1981) FROM HIGH SCHOOLS OF HUMBOLDT COUNTY

Four-Year College	120	24%
Two-Year College	141	28%
Private College	44	9%
Sub Total	305	62%
Became Employed	142	27%
Military	23	5%
Married	20	4%
Unemployed	5	1%
Sub Total	190	38%
Total	495	100%

Chart 8

AVERAGE DISTANCE OF FIRST EMPLOYMENT FROM HOME FOR GRADUATES OF THREE CLASSES (1977, 1979, 1981) FOR HIGH SCHOOLS OF HUMBOLDT COUNTY

186 MILES

APPENDIX C

SCHOOL STANDARDS OF IOWA

SCHOOL STANDARDS

1. Section 258.10, Code of Iowa, has long granted to local school district boards the authority to provide for vocational education programs.

   The board of directors of any school district is authorized to carry on prevocational and vocational instruction in subjects relating to agriculture, commerce, industry, and home economics, and to pay the expense of such instruction in the same way as the expenses for other subjects in the public schools are now paid.

   This authorized local schools to offer vocational education and the interpretation has been that vocational education programs are part of the schools' offering meeting the school standards.

2. Section 257, Code of Iowa, states the following:

   The approved standards of the State Board of Public Instruction, as stated in Section 257.25 (6) (h) of the Code of Iowa, require that the minimum programs in grades 9 to 12 of local school districts shall include:

   > Five units of occupational education subjects which may include, but shall not be limited to, programs, services, and activities which prepare students for employment in office and clerical, trade and industrial, consumer, and homemaking, agriculture, distributive, and health occupations.

3. Chapter 258, Code of Iowa, defines Career Education and the role function of Career Education -

   > 3.5(9) Provision for Career Education. The board of each school, public and nonpublic, shall incorporate into the educational program the total concept of career education.
   >
   > Curricular and co-curricular teaching-learning experiences from the prekindergarten level through grade 12 shall be provided for all students in accordance with Section 280.9.

APPENDIX D

COMMUNITY SURVEY
FOR
COLLABORATIVE CAREER EDUCATION MODEL

COMMUNITY COLLABORATION SURVEY

_____
COUNTY

YOUR NAME_____ ADDRESS_____

TELEPHONE ( ) _____ _____

REPRESENTING (BUSINESS)
(PROFESSIONAL) _____
(SERVICE)NAME

_____
ADDRESS

_____
TELEPHONE

The business/profession/service you represent would be willing to participate in a community collaboration survey.

_____ YES _____ NO

Need further information

_____ YES _____ NO

Check which of the following services - activities - resources you could supply. (If private or professional, these services, etc. would be outside of your professional area.)

_____ Site for a school field trip

_____ Serve as a speaker for Career Day

_____ Assist in planning summer youth activities.

_____ Assist in compiling a "yellow pages" directory of career services.

_____ Private counseling for job search.

_____ Private counseling for career goals.

_____ Serve as a volunteer in a community action group.

_____ Provide a library resource for student studies.

_____ Provide material for Career Day Fair

_____ Serve as a sponsor for an On-the-Job Training Site.

_____ Sponsor a directory of interested persons in careers.

_____ Sponsor a career retired persons in careers.

_____ Sponsor a career exploration site.

_____ Serve on a vocational advisory committee.

_____ _____

_____ _____

_____ _____

APPENDIX E

COMMUNITY RESOURCE GRID

COMMUNITY RESOURCE GRID

AGENCIES / SERVICES	Testing	Career Information	Career Counseling	Occupational Training	Financial Assistance	Training in Job Hunting	Job Development	Job Placement	Transportation	
1. Job Service										
2. Manpower Council or CETA										
3. Vocational Rehabilitation										
4. Iowa Central Community College										
5. County Social Services Agency										
6. Community Action Programs										
7. County Mental Health Agency										
8. Area Education Agency										
9. Local Service Groups										
10. Local Business Groups										
11. Colleges and Training Institutions										
12. Small Business Administration										

APPENDIX F

AREA VOCATIONAL PLANNING COUNCIL

MISSION STATEMENT

Prospectus: Task Force on Vocational Education Programs

Statement of the Problem:

The Department of Public Instruction is concerned with the problems of secondary schools which are attempting to provide opportunities for adequate vocational education to all students. Foremost among these problems is the lack of resources to permit the offering of broad and diverse vocational curricula serving the varied interests and needs of secondary-age students in Iowa. Such curricula should provide equal access to vocational education opportunities for all students in both small and large districts. Sixty-seven secondary districts currently provide no opportunity for vocational education and 309 districts provide programs in less than three occupational areas. There is a critical need for initiating programs in additional districts and expanding the curriculum to include opportunities in additional occupational areas.

Another concern is the need to ascertain whether current delivery systems provide vocational programs which avoid duplication of offerings while meeting the needs of employers as well as the varied needs and interests of students.

In view of these concerns, the Department of Public Instruction proposes to establish a task force which will:

1. ascertain the kinds of vocational education programs needed to serve secondary-age students and to meet the needs of employers;
2. identify alternatives and recommend feasible delivery system(s);
3. ascertain the resources needed to implement the recommended delivery system(s);
4. develop a plan for implementation of changes in programs and delivery system(s); and
5. provide input for legislation needed to implement the plan and recommendations.

Objectives

1. Establish the desired goals for vocational education programs.
2. Discover needed changes in vocational programs to bridge the gap between existing and desired outcomes.
3. Asertain the present status of vocational education programs and delivery systems using data from existing studies and reports whenever appropriate.

4. Ascertain whether all students have equal access to vocational educational programs.
5. Ascertain needed modifications in delivery systems and variable alternative delivery systems.
6. Estimate the costs involved in establishing and modifying delivery systems.
7. Document resources needed for modified or alternative delivery systems.
8. Provide a plan for implementation of the recommended changes in vocational education programs and delivery systems.
9. Ascertain legislation action required and formulate recommendations for facilitating such action for the establishment of modified or new delivery systems.

AREA VOCATIONAL PLANNING COUNCIL

Overview

Vocational education for secondary-age students is in a state of change. Discrepancies exist between the career vocational interest and needs of youth, the complexities of demands of the world-of-work job market, and the adequacy of vocational programming provided to the youth of Iowa. To meet these challenges, the Area Vocational Planning Council is designed to assist in improving the quality and quantity of vocational programs serving the youth of Iowa.

Change in vocational education is imperative--the Area Vocational Planning Council is a proposed human resource that could assist in planning the needed changes for improvement of vocational education. The educational system needs the impetus of the Area Vocational Planning Council.

Philosophy of the Area Vocational Planning Council

The fundamental purpose of the Area Vocational Planning Council is to advise, consult, and recommend within the delivery framework of secondary vocational education in Iowa. The Area Vocational Planning Council is responsible for the coordination of planning for vocational education within the delivery framework of secondary vocational education in Iowa. The Area Vocational Planning Council is responsible for the coordination of planning for vocational education within the merged area* district.

---

*Merged area referred to in this document is the district area for the merged area schools which is the same geographic area for the area education agencies.

Objectives

The Area Vocational Planning Council exists to:

1. Verify and promote secondary vocational education in the merged area.
2. Serve as the linkage in the delivery system of secondary vocational education between the local school and the Department of Public Instruction.
3. Assist in the development of articulated vocational programs (secondary through post-secondary) that will aid the student in vocational development.
4. Develop an area-wide plan for the delivery of secondary vocational education within the area.
5. Make recommendations for coordinating the activities of various agencies (CETA, Council of Governments, Rehabilitation and Education Services Branch (RESB) of the Department of Public Instruction) that can assist in delivering vocational education to secondary students.
6. Make recommendations to local education agencies (LEA's) merged area schools, and private schools concerning vocational education.
7. Serve in an advisory role for the improvement of secondary vocational education.

Responsibility/Procedure/Explanation/Time Frame

The chart on the following pages details the relationship between the four components of the responsibilities of the area vocational planning council to the (1) procedures to be followed, (2) explanation, and (3) time frame for initiating the objectives of the area vocational planning council.

Personnel Requirements and Explanation

1. Area Vocational Planning Council Director. The AVPC director is employed by the Department of Public Instruction to direct and coordinate the responsibilities and work plan of the AVPC. The director will be the executive officer of the AVPC. The AVPC will select from its own membership a chairperson and a secretary.

   The AVPC director will meet the qualifications, including certification level, of the Department of Public Instruction for this level position. It is recommended that the MA degree be required and that the individual have a thorough working knowledge of vocational education and public school administration.

   The AVPC director will be responsible for coordinating the development of the AVPC plan for vocational education for the area and will submit reports to agencies as appropriate.

   The AVPC director will be responsible for coordinating the development of the AVPC and the area plan for vocational education.

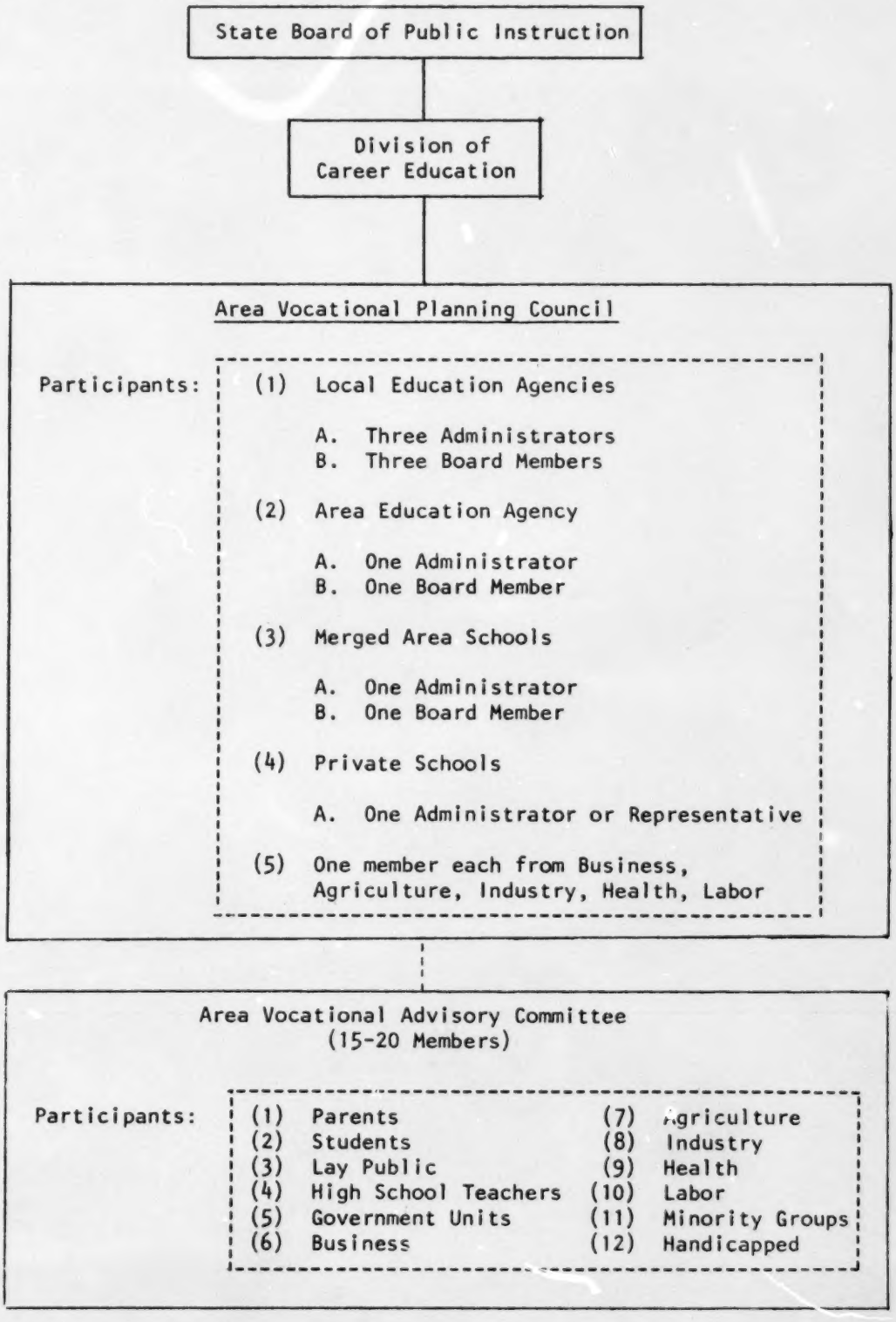
2. Membership in the AVPC. Membership in the AVPC will be for a three-year term. The terms of membership will be established on a 1-2-3 year basis determined by lot. Any member may be reappointed once for a three-year term with a minimum of one year break in service after second appointment before again becoming a member of AVPC. No member may serve more than six years.

   The five members representing agriculture, industry, health, labor, and business that serve on the AVPC shall also be members of the area vocational advisory committee. This dual membership will be the linkage between the two committees.

3. Area Vocational Advisory Committee. The committee will be representative of the total geographic area and membership terms shall be established the same as the AVPC.

   The area vocational advisory committee will elect a chairperson and secretary. Ideal size of membership is recommended at 15-40 members.

SUGGESTED AREA VOCATIONAL PLANNING COUNCIL MEMBERSHIP STRUCTURE



APPENDIX G

STUDENT NEEDS SURVEY

STUDENT NEEDS SURVEY

NAME _____ DATE _____ COUNTY _____

SCHOOL DISTRICT _____ MALE _____ FEMALE _____ GRADE _____

1. What is your career occupational goal? _____

_____

2. How certain are you of your career goal? (Please circle)

   a. Very Certain b. Somewhat Certain c. Not Certain At All

3. If you wanted more information about a career, do you know how to get that information? (Please circle)

   a. Yes b. Unsure c. No

4. I know how to develop my career plan. (Please circle)

   a. Yes b. Unsure c. No

5. How important has paid work been in forming your career goal? (Please circle)

   a. Very Important b. Unsure c. Not Important

6. How important has volunteer work been in forming your career goal? (Please circle)

   a. Very Important b. Unsure c. Not Important

7. Would you like to have the opportunity to learn about careers in a real business or industrial setting? (Please circle)

   a. Yes b. Unsure c. No

8. Please rank the following individuals from the person providing the most information (rank 1) to the person providing the least information (rank 6) about potential careers. Do not rank those that provide no information.

   a. Friends (Classmates) _____ d. Counselor _____
   b. Parents _____ e. Minister _____
   c. Teachers _____ f. Friends (Adults) _____

9. For exploring careers in a real business/industry setting - (Please circle one for each question.)

   a. What grade level do you feel is best? a. 10th b. 11th c. 12th

   b. How long should the exploration be? (Hours Per Day)

      a. 1 b. 2 c. 3 d. All Day

   c. How many semesters? a. 1 or b. 2

10. Do you feel your school offers a variety of programs/courses to help students in choosing a career? (Please circle.)

    a. Yes b. Unsure c. No

11. What do you think you'll do after you leave high school? Rank 1 - 2 - 3 - 4 as many as you would like of the following:

    a. ____ Work c. ____ Get Married e. Go to a University or College

    b. ____ Go to a Vocational School d. ____ Go into Service

12. If you plan on working after high school graduation, how far away from your present home would you be willing to go to secure your first job? (Check one only)

    a. _____ 0 to 50 Miles c. _____ 100 to 500 Miles

    b. _____ 50 to 100 Miles d. _____ Over 500

13. In the left column please circle your choice.

How important to you are these Work Traits in obtaining and keeping a job?

In the right column please circle your choice.

How well prepared do you feel you are in this Work Trait area?

Very Important	Somewhat Important	Not Important At All	WORK TRAITS	Very Prepared	Somewhat Prepared	Not Prepared
1	2	3	A-Dependability	1	2	3
1	2	3	B-Compatability	1	2	3
1	2	3	C-Neatness	1	2	3
1	2	3	D-Honesty	1	2	3
1	2	3	E-Responsibility	1	2	3
1	2	3	F-Willing to Work	1	2	3
1	2	3	G-Initiative	1	2	3
1	2	3	H-Aggressiveness	1	2	3
1	2	3	I-Common Sense	1	2	3
1	2	3	J-Communication Skills	1	2	3

In the left column please circle your choice.

How important to you are these Work Skills in obtaining and keeping a job?

In the right column please circle your choice.

How well prepared do you feel you are in this Work Skills area?

Very Important	Somewhat Important	Not Important At All	WORK SKILLS	Very Prepared	Somewhat Prepared	Not Prepared
1	2	3	A-Mechanical	1	2	3
1	2	3	B-Math	1	2	3
1	2	3	C-Communication	1	2	3
1	2	3	D-Organization	1	2	3
1	2	3	E-Manipulation	1	2	3
1	2	3	F-Management	1	2	3
1	2	3	G-Measurement	1	2	3
1	2	3	H-Reading	1	2	3
1	2	3	I-Typing/Shorthand/ Dictaphone	1	2	3
1	2	3	J-Telephone	1	2	3
1	2	3	K-Office Machines	1	2	3
1	2	3	L-Computer	1	2	3
1	2	3	M-Filing/Recordkeeping	1	2	3

In the event that more vocational education programs are available for students in your high school, this survey would like to identify what programs and occupational areas are of the most interest.

From the following list of occupational areas/programs, please rank your <u>first three choices</u> that you would be interested in taking in high school.

Occupational Areas/Programs

1. Barber
2. Beautician
3. Wig/Hair Salon
4. Pet Grooming
5. Social Worker/Welfare Work
6. Government Clerk
7. Family Service Agency
8. Local/County/State Government Worker
9. Water Resources and Control
10. Forest and Wildlife Conservation Control
11. Sanitation Technician
12. Industry Pollution Control
13. Photography
14. Telephone/Telegraph Worker
15. Radio/TV Broadcasting
16. Data Processing
17. Appliance Repair
18. Communication Electronics
19. Industrial Electronics
20. Lineman
21. Machinery
22. Horticulture
23. Farm Operation
24. Agri Business
25. Floriculture
26. Clerk Typist
27. Office Machines
28. Receptionist
29. Secretary
30. Computer Operator
31. Hospital Orderly or Aide
32. Dietetic Aide
33. Lab or X-Ray Technician
34. Clinical Assistant
35. Emergency Medical Technician
36. Mechanics
37. Building Trades
38. Electric Wiring
39. Welding
40. Draftsman
41. Custodial Services
42. Machinist
43. Auto Body Repair
44. Graphic Arts
45. Plumbing/Heating
46. Child Care
47. Alterations/Sewing
48. Interior Decorating
49. Homemaking Aide
50. Sales
51. Wholesale Distributor
52. Warehouse Work
53. Dispatcher/Shipper
54. Packaging
55. Checker
56. Cashier
57. Stocker

Choice #1

_____

Choice #2

_____

Choice #3

_____

AREA VOCATIONAL PLANNING COUNCIL PERFORMANCE CHART

RESPONSIBILITY	PROCEDURE	EXPLANATION	TIME FRAME
1. Organize the merged area to carry out the mission of the AVPC. • Provide linkage to DPI and LEA • Develop coordination with MASC & AEA • Develop coordination to outside agencies • Coordinate with State Plan Planning and Accountability Committee • Work with consultant from DPI	1.2.1 Secure appointments forming the AVPC. • Formation supervised by DPI consultant • AEA appointments made at area superintendent meeting • AEA membership selected internally within the organization • Merged area schools selected internally within the organization • Private school membership determined by private school administration • Members from business, agriculture, health, labor and industry selected by 10 members described above	1.3.1 Membership structure described below: Participants - (1) Local Education Agencies A. 3 administrators B. 3 board members (2) Area Education Agency A. 1 administrator B. 1 board member (3) Merged Area School A. 1 administrator B. 1 board member (4) Private school A. 1 administrator or representative (5) One member each from business, industry, agriculture, labor and health Membership shall be representative of the total geographic area.	SUGGEST - 3 months (July August and September)
	1.2.2 Elect officers of AVPC.	1.3.2 Budget shall follow guidelines of DPI and be approved by DPI.	
	1.2.3 Establish operations budget.	1.3.3 Duties include notification of dates and places of quarterly (four) meetings.	
	1.2.4 Set procedural time line.		
	1.2.5 Set goals of AVPC. • Coordinating with all agencies • Advising to proper agencies • Consulting to local schools on planning • Recommending to proper agencies		

1.2.6 Organize the Area Vocational Advisory Committee. Duties include:
- Assist in determining industry needs
- Assist in determining students' needs and interests
- Assist in development of needed resources
- Advise AVPC on development and implementation of the planning process

1.3.6 Membership structure described below:
Participants -
(1) Parents (of currently enrolled student)
(2) Students (currently enrolled in vocational program
(3) Lay public person
(4) High school teacher
(5) Governmental units
(6) Minority groups
(7) Handicapped
(8) Same members as indicated in (5) of AVPC membership

Area Vocational Advisory Committee shall have a minimum of 2 meetings a year, one of which shall be with Area Vocational Planning Council.

2. Develop the plan for delivery of secondary vocational education in the merged area.

2.2.1 Establish the objectives and anticipated outcomes
- Secure assistance of advisory committee

2.2.2 Assign personnel to develop the plan.

2.2.3 Develop time frames.

2.2.4 Conduct curriculum/program assessment.
- Instruments designed
- Gather basic data
- Analyze data

2.2.5 Present recommendations.

2.2.6 Distribution/disseminate information.

2.2.7 Establish time tables for implementation.

2.2.8 Secure approval of State Board of Public Instruction.

SUGGEST -

6 months (October through March)

3. Coordinate the plan of delivering secondary vocational education in a merged area.	3.2.1 Establish as part of quarterly meetings with agencies the process of coordinating activities.	3.3.1 Contact needs to be established with CETA, Council of Governments, Vocational Rehabilitation and others to insure coordination of efforts.	SUGGEST - 2 months (April and May)
	3.2.2 Conduct four quarterly meetings per year.	3.3.2 Outside agencies should be invited to appropriate quarterly meetings held by AVPC.	
4. Evaluate the area vocational plan prepared by the AVPC.	4.2.1 Evaluation plan should be designed.	4.3.1 Coordination with DPI essential. The area plan must have approval of State Board of Public Instruction.	SUGGEST - 1 month - June
	4.2.2 Members of AVPC should make periodic visits to vocational programs	4.3.2 DPI guidelines for evaluation and planning vocational programs are followed.	
	4.2.3 Reports by AVPC are made to DPI and to State Vocational Advisory Committee upon request.	4.3.3 The AVPC plan for vocational programs in the area is reviewed yearly. Recommended changes are noted.	
		4.3.4 Local and joint effort vocational programs are evaluated by DPI.	
		4.3.5 Ascertain if all guidelines of the AVPC plan have been followed and met.	

DEFINITION OF WORK TRAITS AND WORK SKILLS*

WORK TRAITS

A. Dependability - The ability to perform or carry out your duties and responsibilities as a worker. Being relied upon to do specifically what is assigned and expected.

B. Compatability - The ability to get along with other people or workers.

C. Neatness - Being neat in your dress and in the way you perform your job tasks/duties.

D. Honesty - Being fair, sincere, truthful, trustworthy.

E. Responsibility - Ability to perform, think and act according to what is expected of you by your employer.

F. Willing to Work - Wanting to work not just to earn money but to fulfill other needs, being needed, satisfaction of contributing and accomplishing, expression of abilities, etc.

G. Initiative - Ability to move ahead on one's own motivation, start the ball rolling, doing something without having to be told.

H. Aggressiveness - Doing a job or task with a bold and energetic attitude. Push ahead with vigor and persistance in a favorable sense.

I. Common Sense - Ability to use good judgment based on your past experience to make decisions or accomplish your responsibilities.

J. Communicative Skills - Ability to talk, listen, respond, understand, explain, express your ideas to whomever you come in contact with on the job.

WORK SKILLS

A. Mechanical - Ability to understand how simple machines work, how to assemble, disassemble, maintain, identify, malfunction, connect-disconnect.

B. Math - Ability to apply simple adding, subtraction, division and multiplication to one's job responsibilities.

C. Communication - Ability to speak (verbally and nonverbally), write, listen to fellow employees and customers.

D. Organization - Ability to put things in order--schedules, tasks, priorities, goals, etc.

E. Manipulation - Ability to accomplish a task, goal or idea by utilizing various methods, procedures, ways or alternatives.

F. Management - Ability to conduct one's responsibilities, utilizing least amount of time, money and energy.

G. Measurements - Knowledge of and ability to apply measurement units.

H. Reading - Ability to identify, understand, interpret, decipher labels, letters, articles, billings, etc.

I. Typing/Shorthand - Ability to type, take shorthand, operate dictaphone.

J. Telephone - Ability to properly communicate over the telephone.

K. Office Machines - Ability to use and maintain various machines used in offices.

L. Computer Operation - Ability to use the terminal key board, input and output data.

M. Filing/Recordkeeping - Ability to organize printed material according to a system.

*For teacher's use if additional explanation needed by students.

APPENDIX H

STUDENT FOLLOW-UP
EBCE FOLLOW-UP
SURVEYS

Year Graduated _____

STUDENT FOLLOW-UP

Parents' Name _____ Telephone _____

Student's Name _____ Telephone _____

Present Address _____

- If enrolled in a vocational program while in high school, please check the program(s).

_____ Vocational Agriculture
_____ Distributive Education
_____ Health Occupations
_____ Home Economics
_____ Industrial Arts
_____ Office Education
_____ Trades and Industries (Carpentry, Welding, etc.)
_____ Others _____

- After graduation from high school, which did you pursue?

CONTINUING YOUR EDUCATION

_____ Four-year college degree
_____ Two-year college degree
____ Arts & Sciences
____ Vocational/Technical
_____ Private, Business, Trade or Technical School

ENTER WORK FORCE

_____ Became Employed
_____ Entered Military Service
_____ Homemaker (Married)
_____ Unemployed
_____ Other _____

What specific field of training did you pursue in college? _____

Did you complete the training/educational program pursued? Yes _____ No _____

When entering the work force either after high school or college, what was your first job title? _____

Do you still hold that same job today? Yes _____ No _____

If not, check the answer that best suits your status.

_____ Changed to a different job
_____ Promoted to a different job
Title _____

_____ Went back to college or additional training
Other _____

How many miles away from home/school was your first job located?(miles) _____

(state) _____

1977-78 EBCE STUDENTS FOLLOW-UP

*After graduation from high school, which did you pursue?

CONTINUING YOUR EDUCATION

_____ Four-year college degree

_____ Two-year college degree

____ Arts & Sciences

____ Vocational/Technical

_____ Private, Business, Trade or Technical School

ENTER WORK FORCE

_____ Became employed

_____ Entered Military Service

_____ Homemaker (Married)

_____ Unemployed

_____ Other _____

*Did you complete the training/educational program pursued? Yes ___ No ___

None ___

*Do you still hold that same job today? Yes ___ No ___ Yes, part-time ___

*If not, check the answer that best suits your status.

_____ Changed to a different job

_____ Promoted to a different job

_____ Went back to college or additional training

*How many miles away from home/school was your first job located?

(Miles) 0-50: ____ 50-100: ____ over 100: ____
(State) Iowa: ____ Other: ____

*Looking back (4 years) after 1978, answer the following:

YES ____ NO ____ 1. Was EBCE worth it? (did it help you decide about your future)

YES ____ NO ____ 2. Would you advise EBCE for all high school students?

9th ____ 10th ____ 3. What grade level would you recommend for the EBCE
11th ____ 12th ____ experience?

YES ____ NO ____ 4. If you have it to do over again, do you think you would decide to participate in EBCE?

YES ____ NO ____ 5. As a result of EBCE did your attitudes toward work change?

YES ____ NO ____ 6. As a result of EBCE did your attitudes toward education change?

One semester ____ 7. Do you think the EBCE experience should be one semester
One year ____ or one year?

Completed schooling in a site-related field - YES ____ NO ____
Entered work in a site-related field -------- YES ____ NO ____

APPENDIX I

PARENT SURVEY

PARENT SURVEY

SCHOOL_____

Please circle the grade of your son or daughter. 9 10 11 12

Please answer these items "yes", "?", or "no". We would prefer that you not consult your high school age son or daughter when completing this form. This is to be your opinion.

1. I feel my son or daughter needs considerable help with his/her future educational and career plans. YES ? NO

2. If my son or daughter needed help in trying to decide on a career or area of study for a job, I would like for him/her to seek help from the following people? (mark each response.)

   a. Counselor YES ? NO

   b. Other school personnel (teachers, administrators, etc.) YES ? NO

   c. Relative YES ? NO

   d. Other YES ? NO

3. My son or daughter receives necessary information regarding trade, vocational, or college training. YES ? NO

4. My son or daughter receives the necessary information about himself/herself related to future educational and career planning. YES ? NO

5. Has the school counselor helped your son or daughter to examine his/her abilities, personality and interests as they may relate to his/her future plans? YES ? NO

6. The counselor has assisted my son or daughter on how to make decisions in pursuit of his/her goals. YES ? NO

7. Has the school provided you an opportunity to discuss the educational plans of your son or daughter? YES ? NO

8. There is a need for the school to provide more information to the parents concerning plans related to their son or daughter. YES ? NO

9. Have you been informed regarding the Guidance program in your local school? YES ? NO

10. The counselor works closely with my son or daughter in developing his/her confidence to relate effectively to the school and other students. YES ? NO

11. The teachers seem to work closely in helping my son or daughter to develop confidence in being able to relate effectively to the school and other students. YES ? NO

12. If my son or daughter had a personal problem that was of real concern to him/her, I would like for him/her to seek help from the following people: (mark each response)

    a. Counselor YES ? NO

    b. Other school personnel (teachers, administrators, etc.) YES ? NO

    c. Relative YES ? NO

    d. Other YES ? NO

13. I feel my son or daughter has to fit into a certain slot in the school program and has very little freedom to select a course of study of his/her own choosing. YES ? NO

14. The curriculum offerings in the school seem to meet the needs of the individual student. YES ? NO

15. Most of the teachers are doing an excellent job in making their classes as meaningful as possible for the students. YES ? NO

16. The teachers do all they can to relate their classes to the needs of my son or daughter's future plans. YES ? NO

17. There appears to be trust and confidence between students and teachers. YES ? NO

18. My son or daughter looks forward to going to school each day. YES ? NO

19. The school doesn't seem to care about the students. YES ? NO

20. Many of the classes being taught seem to be irrelevant to the current needs of my son or daughter. YES ? NO

21. It seems my son or daughter has to take many classes which are of no possible use to him/her. YES ? NO

APPENDIX J

BUSINESS AND INDUSTRY SURVEY

DIRECTIONS FOR INTERVIEWER

For each job title identified at the business/industry complete a separate section on Interview B. Use the guide listed below to assist you in identifying basic work skills and basic work traits.

The basic work skills and traits listed below were used as suggestions or ideas by the personnel conducting the survey to help identify work skills and traits required by the employer for employment.

BASIC WORK SKILLS
(Cognitive Manipulative)

____Measurement Skills
____Basic Hand Tool Skill
____Basic Hand Power Took Skill
____Basic Typing
____Basic Recording of Information
____Basic Classifying of Information (Sorting Data)
____Basic Locating of Information and Following Directions
____Basic Telephone Skills
____Basic Physical Dexterity Skills
____Knowledge of Procedure
____ _____

BASIC WORK TRAITS
(Affective Characteristics)

____Safety Practices
____Adapting to Change
____Neatness
____Orderliness
____Sense of Responsibility
____Cooperative Attitude
____Dependability/Punctuality
____Sense of Leadership
____Respect for Property
____ _____
____ _____
____ _____
____ _____

Time _____ - _____ 6/1/82

BUSINESS SURVEY

(Personal Interview Sample)

Name of business being surveyed _____ Address _____

Purpose of the business _____

Name and position of person providing information _____

BASIC INFORMATION

A. How many employees are currently employed? Full-time _____ Part-Time _____

Are some seasonal? Yes ___ No ___

If some jobs are seasonal, please give the number that are full-time and those that are part-time. Full-time _____ Part-Time _____

In which of the following months are seasonable job available? (Circle the letter.)

a. January
b. February
c. March
d. April
e. May
f. June
g. July
h. August
i. September
j. October
k. November
l. December

B. 1. _____ | No. of Different Skill Positions | Do You Hire High School Graduates? | No. of Employees

_____ _____ _____

Projection - 5 year ____ (+), ____ (-) - 10 year ____ (+), ____ (-)

Specific Jobs for High School Graduates -

_____ _____

_____ _____

Basic Work Skills | Basic Work Traits

_____ _____

_____ _____

_____ _____

Post Secondary Training Required (Occupations) _____

_____

2. _____ | No. of Different Skill Occupations | Do You Hire High School Graduates? | No. of Employees

_____ _____ _____

Projection - 5 year ____ (+), ____ (_) - 10 year ____ (+), ____ (-)

Specific Jobs for High School Graduates -

_____ _____

_____ _____

Basic Work Skills | Basic Work Traits

_____ _____

_____ _____

_____ _____

Post Secondary Training Required (Occupations) _____

_____

3.	No. of Different Skill Positions	Do You Hire High School Graduates?	No. of Employees

Projection - 5 year ____ (+), ____ (-) -- 10 year ____ (+), ____ (-)

Specific Jobs for High School Graduates -

Basic Work Skills	Basic Work Traits

Post Secondary Training Required (Occupations) _____

C. Would your firm/business be interested in a cooperative training program with the local school? Yes ____ No ____

1. If your business was in need of a new employee(s), which would you prefer to hire? a. High School Graduate b. Vocational-Technical/ College Graduate

2. If you prefer to hire high school graduates, do you train them for the job(s)? a. Yes b. No

3. If you have your own training program, how long is the training? (circle the letter)

a. 3 weeks
b. 4 - 6 weeks
c. 7 - 10 weeks
d. 11 weeks or more

D. Major reasons for failure of employees in this firm/business/

_____Lack of Communication Skills
_____Lack of Respect for Authority
_____Lack of Math Skills
_____Lack of Social Skills
_____Lack of Problem-Solving Skills
_____Cannot Cope with Conflict and Change
_____Cannot Work with Fellow Workers
_____Human Ralations Skills
_____Cannot Work Within the Organization
_____Not Dependable
_____Poor Work Habits
_____ _____

HANDICAPPED

E. Employment of handicapped individuals -

Do you hire handicapped? Yes____ No____ Disability_____

_____ Number of handicapped employees at the present time.

_____ The employer has found these individuals to make succ·ssful employees.

_____ The other employees have accepted the handicapped individual.

_____ The productivity of the handicapped has been accepted.

APPENDIX K

RECOMMENDATIONS OF TASK FORCE

Chapter XIII:

Task Force Recommendations

Having considered the goals as stated in "Where We Should Be," and having reviewed the initiatives which will be required to move Iowa toward a realization of those goals, the task force offers several specific recommendations for consideration by the State Board of Public Instruction:

1. Diversity, Access, and Responsiveness to Needs
   The task force recommends that by 1985 all elementary-secondary school districts of Iowa provide, or cooperate with other agencies to provide, for all students who can benefit therefrom, access to an adequate diversity of vocational programs approved by the State Board of Public Instruction and responsive to the needs of students, and of agriculture, business, industry, and labor.
   a. Diversity
      The task force recommends that adequate diversity of vocational programs which will provide learning experiences to develop employability skills be interpreted to mean a minimum of 10 programs of instruction in not less than five of the recognized vocational service areas, including but not limited to agriculture, distributive education, health, home economics, office occupations, and trade and industrial; or in not less than five of the recognized 15 occupational clusters including but not limited to: agribusiness and natural resources, business and office occupations, communication and media, construction, consumer and homemaking, environment, fine arts and humanities, health occupations, hospitality and recreation, manufacturing, marketing and distribution, marine science occupations, personal services occupations, public service, and transportation.
   b. Access
      The task force recommends that delivery systems be developed which will assure that all students who desire and can benefit from vocational programs will have equity of access to such programs. In the event that a local school district cannot accommodate all students, even though the district does provide the required diversity of offerings, the task force recommends that the district provide to those students not accommodated by the resident district an opportunity to enroll in an appropriate State Board approved program in another agency, and make appropriate payment to that agency for the enrollment period.
   c. Responsiveness to Need
      The task force recommends that the vocational programs provided respond foremost to the needs and desires of students to gain entry-level, job-ready, wage-earning employability skills, but that such programs also be planned and implemented in response to personnel needs of agriculture, business, and industry within the local community, the region, and the state.
2. Planning
   The task force recommends 15 area planning councils (APCs) be established to serve areas whose respective boundaries will be coterminous with the boundaries of existing area education agencies/merged areas. In the event that available resources and/or other considerations preclude the early and simultaneous establishment of 15 APCs, the task force recommends that the area planning concept be initiated by establishing two APCs by not later than July 1, 1981 and that APCs for the remaining areas be established by not later than July 1, 1983.
   a. Representation on APCs
      The task force recommends that local school districts, merged areas, area education agencies and other appropriate publics have appropriate representation on the APCs. A proposal for representation on an APC is included for consideration in Appendix E.
   b. Developing Guidelines
      The task force recommends that the Department of Public Instruction develop guidelines for the establishment and operation of APCs by July 1, 1980 (Suggested guidelines are provided in Appendices C and E).
   c. Assuring Planning for Vocational Education
      The task force recommends that area planning councils provide for planning in their respective geographical areas to facilitate accessibility and diversity of vocational programs, and provision of adequate support services and cost-effective delivery systems.
   d. Administering and Coordinating of APCs
      The task force recommends that staff from the Career Education Division of the Iowa Department of Public Instruction provide technical assistance through the APCs to all eligible recipients in carrying out their planning responsibilities.
3. Delivery Systems
   The task force recommends that area planning councils and boards of local school districts, merged areas, and area education agencies give consideration to the possibilities for increasing diversity and accessibility of vocational offerings through a greater utilization of jointly administered programs.

4. Community Relations
Recognizing the importance of community resources and their potential value to school vocational programs, the task force recommends that local districts, merged areas, and area education agencies promote cooperation with community agriculture, business, industry, and labor in providing instruction and learning sites for vocational programs, and in establishing effective linkages with all appropriate community interest groups and resources including but not limited to CETA, rehabilitation education and services, special education, and proprietary school programs.

5. Articulation
The task force recommends that the State Board of Public Instruction begin promptly to develop policies on articulation which will assure that students do not experience unnecessary duplication of instruction and delays in reaching their occupational objectives, and that, upon completion of approved vocational programs in educational agencies serving secondary-age students, those students will be able to qualify for advanced placement in a merged area school or other postsecondary educational agencies, or will be prepared for entry-level employment.

6. Student Organizations
The task force recommends that student organizations approved by the Department of Public Instruction be encouraged and that they be supported as part of the organized vocational program.

7. Standards
a. The task force recommends that the State Board, through the Department of Public Instruction, activate a program to strengthen enforcement of existing standards and statutory provisions pertaining to board-approved vocational programs. The following specific sections of the *Iowa Code* are cited in relationship to this recommendation: Sections 258.1, 258.9, 280A.1(5), and Chapter 289. The task force recommends that by 1985 Section 257.25(6)(h) be modified in the interest of compliance with the recommendations herein stated to read:

> A minimum of 10 programs of instruction in not less than five of the recognized vocational service areas, including but not limited to agriculture, distributive education, health, home economics, office occupations, and trade and industrial; or in not less than five of the recognized 15 occupational clusters including but not limited to: agribusiness and natural resources, business and office occupations, communication and media, construction, consumer and homemaking, environment, fine arts, and humanities.

b. The task force respectfully recommends that the Board promptly initiate a program to improve the quality of support services for vocational education programs for secondary-age students, including but not limited to the following: staff development; curriculum development; evaluation; guidance services including counseling, informational services, placement, and follow-up.

c. Further, the task force similarly recommends that the Board review the adequacy of existing facilities and equipment for vocational programs for secondary-age students and develop and implement a program of improvement to assure that all students have access to vocational programs in a satisfactory learning environment consistent with the job setting for gainful employment.

8. Funding
a. The task force recommends that funding for vocational education for students of secondary school-age be provided to assure quality and efficiency of offerings and to bring equity of access and diversity of program opportunities at the exploratory and preparatory stages of occupational development.

i) The task force recommends that funding approaches be provided that recognize the variation in costs of preparing students for employment in different job areas and that take into account the cost of the delivery system utilized. Two proposals for funding, based on these considerations, are included in Appendix F.

ii) The task force recommends that assistance be provided to procure new or replacement equipment required for existing State Board approved programs and new equipment for new and expanding vocational programs, and that the level of reimbursement for new equipment be maintained at not less than 50 percent through 1985.

iii) The task force recommends that funding be provided to promote jointly administered programs in order that the most effective utilization of available resources for optimum programming is realized.

iv) The task force recommends that the Department of Public Instruction assure

that aid allocated for support of approved vocational programs be expended to meet the intent of the approved program, and that the aid be accounted for according to established fiscal procedures.

v) The task force recommends that state and federal vocational aid be continued as a means to maintain and/or improve quality of existing programs, and to increase equity of access and diversity of opportunity through new and expanded programs.

vi) The task force recommends that financial assistance be provided for capital improvements which are necessary to develop adequate facilities to meet program requirements.

vii) The task force recommends that funding be appropriated for the establishment of 15 APCs, including planning models as deemed necessary.

viii) The task force recommends that transportation costs incurred in providing equity of access and diversity of program opportunities be recognized as a part of the district's operating costs.

b. Recognizing the complexity of developing an effective funding basis for vocational education, the task force respectfully recommends that the State Board complete by July 1, 1982 an in-depth study to develop equitable funding approaches which encourage the development of appropriate vocational programs for secondary-age students, and which assure the maintenance of high quality in those programs in the years ahead.

APPENDIX L

STORM LAKE CENTER

A LEAGUE MODEL

A. Historical Overview of Joint Effort Programs in Buena Vista County

During the 1969-70 school year, the superintendents from Buena Vista County and the surrounding area began discussing the need for programs to better serve the needs of students who were not doing well in traditional college prep programs. All possible options were discussed. Options were each local school operating one or more programs and sharing with the others or establishing some kind of centralized center in which such programs could be operated. Contact was made with Iowa Central Community College and, after lengthy discussion and planning, the college agreed to try to pilot two joint-effort secondary career vocational programs.

B. Common Goals for the League of Schools

1. Commitment to career education for all children, grades K-12, with emphasis upon:

    1. Self-Concept
    2. Self-Awareness
    3. Exploration
    4. Preparation

2. Realization that every child is an individual and, as such, is entitled to a program which will allow him/her to reach his/her maximum potential.

3. Commitment to a curriculum that will foster in every child an understanding of American democracy and awareness of the rights and responsibilities of citizenship.

4. Commitment to a curriculum that will provide learning experiences that will teach the basic knowledge and skills necessary to provide students with the ability to function in everyday life and reach the best decisions possible for their lives.

5. Commitment to a league concept of sharing costs and pooling students, to develop and sustain viable curriculum offerings in coordination with Iowa Central Community College and Area Education Area 5.

6. Commitment to a league concept whereby each school will realize its responsibility to provide the programs, setting and staff to make the above goals possible.

C. Objectives of Secondary Occupational Career Programs

These career education programs are designed to accomplish the following broad objectives:

1. Provide the student with practical learning experiences so he may form a basis for a career choice upon graduation from high school.

2. Develop within the student the necessary skills and knowledges so he can enter the world of work within a given occupational field.

3. Provide the student with those guidance activities from which he can formulate a personal career plan for his desired life style.

4. Provide the student with those skills and knowledges necessary for further training in either a two-year or four-year college or vocational school within a chosen occupational field.

D. Evaluation

Because of the interest in this cooperative program involving public or parochial secondary schools and the community college, and because of the recency of career education movement, the pilot project was evaluated by the University of Iowa, Center of Research and Administration. In brief, the third party evaluation advances this conclusion:

> "The Secondary Career Education Center programs provide quality career education instruction for students that would not have been possible without this cooperative project."

E. Legal Authority

Chapter 280A, Code of Iowa, provides the legal basis for the community college for the joint effort programs and for services to the handicapped.

1. Programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a local high school, public or private.

2. Vocational education for persons who have academic, socio-economic, or other handicaps which prevent succeeding in regular vocational education programs.

The 28E agreement is the vehicle for developing and implementing cooperative agreements between the community college, area education agency and local school district.

F. Schedule and Credit

Secondary students attend the center one-half day and receive two credits per semester. All secondary programs are full year in length.

IOWA CENTRAL COMMUNITY COLLEGE

STORM LAKE CENTER

"YOUR PLACE TO BEGIN"

COURSE OFFERINGS AND SERVICES

916 Russell Street

Storm Lake, Iowa 50588

(712) 732-2991

SECONDARY PROGRAMS

BUILDING TRADES - This program is designed to develop the student's understanding of the building trade; the use of tools and equipment; to perform safe practices of the trade; and to provide an opportunity to develop skills in the trade by providing actual construction projects.

COSMETOLOGY - is co-sponsored with the Faust Institute of Cosmetology and is open primarily to seniors to allow them to continue their training after high school graduation to complete the work necessary for licensing as a Cosmetologist in the state of Iowa. Up to 540 hours of instruction can be earned in the senior year toward the total of 2100 hours needed for licensing.

ENGINE MECHANICS - provides students with a background in small engine theory and actual overhaul procedures; basic car tune-up and a variety of necessary shop skills needed in engine repair and maintenance. Also covered are automotive engines and the electrical, cooling, lubrication, exhaust and carburation systems.

EXPERIENCE BASED CAREER EDUCATION (EBCE) - is a career exploration program that aids students in making career choices by using the community as a classroom. Students spend four days a week observing and working in jobs that interest them and one day a week with the learning coordinator developing individualized activities for academic credit.

HEALTH FIELD OCCUPATIONS - explores the health field professions in the classroom, on field trips and through clinical experience and observations (at hospitals, nursing homes, health field offices). Upon successful completion, the student can receive the 120 hour nurses a[illegible] certificate.

OFFICE EDUCATION SECRETARIAL & CLERICAL - offers instruction in all phases of the secretarial field. Students have access to modern office equipment. A work observation unit in area business offices allows students to see "office life" in action.

PRE-OFFICE OCCUPATIONS - is designed for juniors who wish to begin an intensive and thorough training in secretarial skills. Typing, shorthand and accounting are included in this course.

VOCATIONAL AGRICULTURE - is a two year, four semester program for those students who wish to learn more about (1) livestock breeding, nutrition and management; (2) grain and forage crop production; (3) agriculture mechanics and (4) farm management. Students may take 1, 2, 3, or 4 semesters of Vo-Ag.

POST SECONDARY PROGRAMS

LICENSED PRACTICAL NURSING - ASSOCIATE DEGREE NURSING - The first two years of classes are identical for both practical and associate degree nursing. The practical nursing student may finish with the summer session of the second year, the associate degree student takes a different summer session and continues another year and summer.

GENERAL COLLEGE CREDIT EVENING CLASSES - A new schedule of courses is available each semester. It is possible for a student to complete their Associate in Arts degree in Storm Lake by attending these night classes.

ADULT CLERICAL SKILLS WORKSHOP - is offered continually throughout the nine months of the school year. It is designed for people who wish to obtain beginning clerical skills and for those who wish to upgrade their skills in order to re-enter the labor market.

G.E.D. TESTING CENTER

This testing program enables adults who did not complete high school to take a series of five tests to demonstrate their General Education Development. Upon successful completion of the tests, they are eligible to receive the high school equivalency diploma. Instruction is available in Storm Lake at no charge for those students who wish to take "brush-up" classes prior to taking the tests.

ADULT & COMMUNITY EDUCATION

CONTINUING GENERAL EDUCATION - This category includes many avocational and recreational courses as well as a wide variety of general knowledge courses which provide opportunity for people to "learn something new". A new schedule of courses is offered three times throughout the year at the Storm Lake Center.

ADULT VOCATIONAL EDUCATION - These courses provide opportunities for adults to learn new skills, upgrade present skills, and to learn new techniques relating to their occupational needs. These courses are scheduled three times yearly.

CONTINUING EDUCATION - Persons employed in several professions or occupations that are licensed by the state of Iowa are required to participate in a continuing education program as a condition of license renewal. Each individual licensing board determines the number of continuing education hours required and approves the sponsors of these activities. ICCC, Storm Lake Center, offers programs for cosmetologists, nurses, nursing home administrators and realtors.

. . . . . .

Iowa Central Community College, Storm Lake Center, recognizes its responsibility to meet the educational needs of the community and will try to accommodate any of these needs. If you have a need or desire to see a particular program and/or area of education offered here, please contact the office at Storm Lake. If you desire further information, either call or stop by the office at Storm Lake.

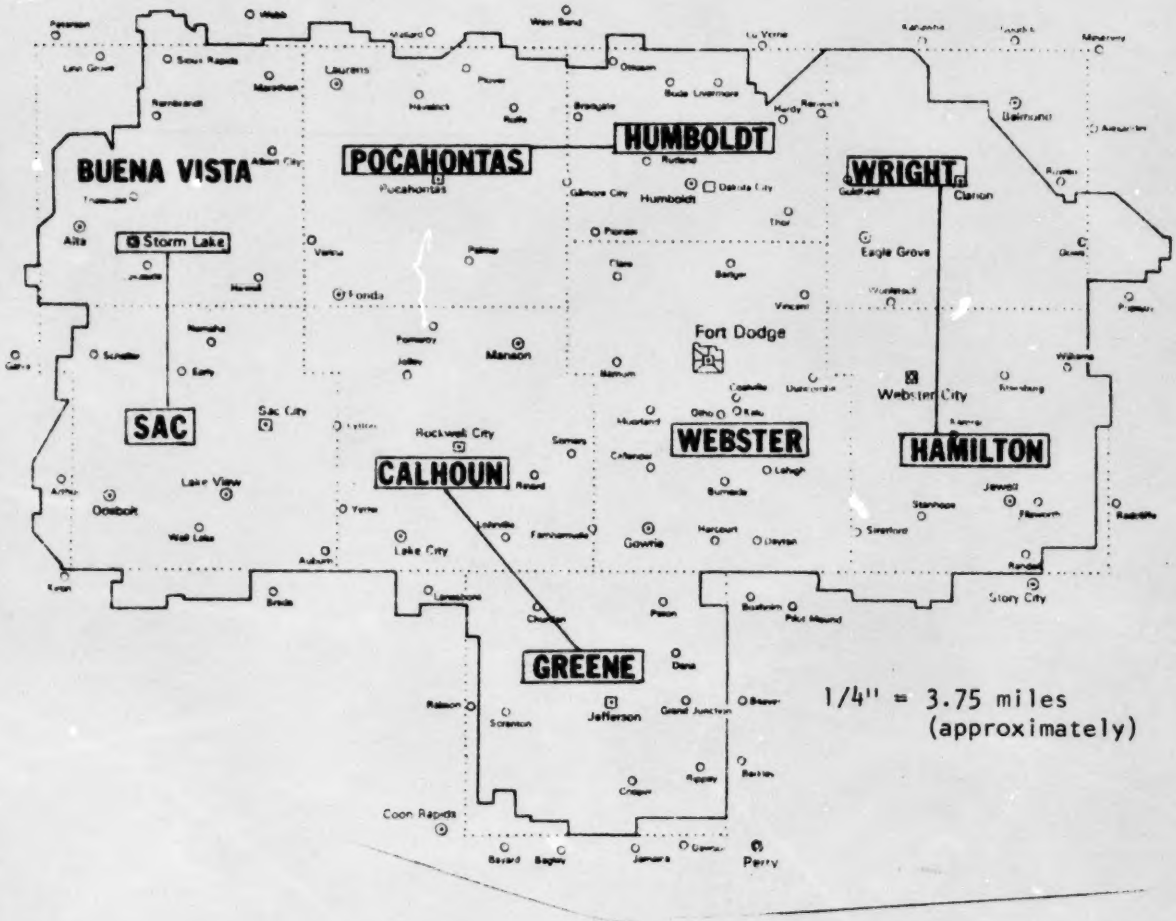
CONTACT: **Wallace Burns, Director**
or
Carol Lichtenberg, Secretary
(712) 732-2991
916 N. Russess Street
Storm Lake, Iowa 50588

APPENDIX M

AREA V SCHOOL

CENTER POPULATION STUDY

AREA V MERGED AREA DISTRICT



Area V consists of 45 public school districts and two parochial high school units.

Suggested population groupings are identified as follows:

- Storm Lake Center (including Sac County)
- Pocahontas and Humboldt Counties
- Wright and Hamilton Counties
- Calhoun and Greene Counties
- Webster County

POPULATION CENTER GROUPINGS

12 = 1982/83 enrollment per school for grade 12.
40% = Estimated percent of high school senior class that may desire vocational education programming. This is the target population group to be served by vocational programming.
10 = Suggested ten programs of instruction.

STORM LAKE CENTER

	12	40%
Sioux Rapids	35	14
Albert City	38	15
Newell	29	12
Fonda	32	13
Crestland	21	8
Schaller	30	12
Storm Lake	127	51
St. Mary's	36	14
Alta	57	23
	405	162

	12	40%
Sac City	60	24
Odeboldt	39	15
Wall Lake	32	13
Lake View	45	18
	176	70

Storm Lake Ctr. - 162
Sac County - 70
232

232 ÷ 10 = 23 per program

POCAHONTAS COUNTY

	12	40%
Laurens	54	22
Pocahontas	58	23
Palmer	18	7
Havelock	18	7
Rolfe	23	9
	171	68

HUMBOLDT COUNTY

	12	40%
Gilmore City	38	15
Humboldt	148	59
Twin Rivers	36	14
Boone Valley	20	8
	242	96

Pocahontas County - 68
Humboldt County - 96
164

164 ÷ 10 = 16 per program

WRIGHT COUNTY

	12	40%
Goldfield	17	6
Eagle Grove	95	38
Clarion	80	32
Dows	18	7
	210	83

HAMILTON COUNTY

	12	40%
Webster City	177	71
NE Hamilton	36	14
S. Hamilton	65	26
Stratford	23	9
	301	120

Wright Co. 83
Hamilton Co. - 120
203

203 ÷ 10 = 20 per program

CALHOUN COUNTY

	12	40%
Lytton	13	5
Pomeroy	28	11
Manson	58	23
Lake City	41	16
Lohrville	22	8
Rockwell City	59	23
Cedar Valley	36	14
	257	100

GREEN COUNTY

	12	40%
Scranton	23	9
Jefferson	93	37
East Greene	29	12
Paton/Churdan	28	11
	173	69

Calhoun Co. - 100
Greene Co. - 69
169

169 ÷ 10 = 17 per program

WEBSTER COUNTY

	12	40%
Prairie	60	24
Dayton	27	11
Cent. Webster	30	12
NW Webster	35	14
	152	61

Webster Co. - 61
Fort Dodge - 193
254

254 ÷ 10 = 25 per program

APPENDIX N

RECOMMENDED SCHOOL STANDARD

LEGISLATIVE RECOMMENDATIONS

As stated in Chapter XIII of this report, it is recommended that Section 257.25(6)(h) be revised to read:

> A minimum of ten programs of instruction in not less than five of the recognized vocational service areas, including but not limited to agriculture, distributive education, health, home economics, office occupation, health, home economics, office occupations, and trade and industrial; or in not less than five of the recognized 15 occupational clusters including but not limited to: agribusiness and natural resources, business and office occupations, communication and media, construction, consumer and homemaking, environment, fine arts and humanities, health occupations, hospitality and recreation, manufacturing, marketing and distribution, marine science occupations, personal services occupations, public service, and transportation.

In addition, it is recommended that Chapters 258 and 289, Code of Iowa, be revised to incorporate the intent of the recommendations contained in this proposal.*

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*Final Report of the Task Force on Vocational Education, Iowa Department of Public Instruction, Des Moines, Iowa, page 45.

APPENDIX O

HEALTH AIDE
PROGRAM DESCRIPTION

HEALTH AIDE OCCUPATIONS
Exploratory - Preparatory

A. General Objectives

Given adequate classroom instruction and clinical experience in the necessary content areas, a student upon completion of the program should be able to fulfill these objectives. The student should be able to:

1. Describe the rapidly expanding field of health service careers and the health service industry.
2. Demonstrate some of the basic skills and knowledges common to entry-level jobs in the health field.
3. Function as an assistant to qualified professional persons in their chosen career field.
4. Discuss the general code of ethics and decorum that is necessary to reflect credit on the health profession and on themselves.
5. List his own capabilities and explain his own personal attributes as they reflect upon necessary qualifications for the various related career choices in the general health career field.

B. Objectives for Aide Skills

This unit is offered to prepare the student to perform simple and routine care procedures directed toward assisting the patient to meet his basic physical needs or to assist in the constant maintenance of the medical facility. The completion on this unit will enable the student to:

1. Describe the physical plan, administrative structure, policies and purposes of the medical facility.
2. Define his role as a member of the health team.
3. Define medical ethics as it pertains to his role.
4. Display an awareness of the elements of personal hygiene.
5. Relate the basic concepts of body structure and function.
6. Demonstrate the prescribed techniques needed to provide comfort and safety for the patient.
7. Explain elementary principles of asepsis.
8. Identify aide tasks appropriate to selected service areas in the medical facility other than nursing.

C. Learning activities

1. Use of resource people.
2. Classroom practice of simulated care of patients.
3. Clinical work experience and observation in hospitals, nursing homes, day care centers, doctor's clinics.
4. The student is made aware of his own capabilities and explains his own personal characteristics as they reflect upon necessary qualifications for the various related career choices in Health Aide Occupations.

D. Career Opportunities

1. Immediate employment: nurses aide, custodial care, child care aide, day care center aide.
2. Post-secondary career education: medical assistant, dental assistant, practical nurse, registered nurse, laboratory technician, physical therapist, dietician and many other health career opportunities.

HEALTH AIDE
Course of Study

		CLOCK HOURS 1st Semester
I.	Introduction to Health Field	67
	A. General Overview of Course	
	B. Health Factors	
	1. Mental Health	
	2. First Aid	
	3. Nutrition	
	4. Personal Hygiene	
	5. Preventive Medicine	
	6. Ecology and Health	
	C. Major Problems	
	D. Health Care Units	
	1. Type	
	2. Function	
	E. Extrinsic Factors Influencing Health	
	1. Legal	
	2. Moral	
	3. Economic	
	4. Man-power	
II.	Health Occupations	68
	A. Orientation to Specific Careers	
	1. Medical	
	2. Nursing	
	3. Dental	
	4. Special Therapies	
	5. Health Care-Related	
	B. Places of Employment	
	1. Hospitals	
	2. Nursing Homes	
	3. Clinics	
	4. Medical or Dental Offices	
	5. Public Health and Welfare Agencies	
	6. Schools and Colleges	
	7. Industry	
	8. Other areas	
	C. Employment Opportunities	
	1. Entry Occupations	
	2. Occupations Requiring Advanced Education	
	3. Professions	
	D. Future Employment Potential	
III.	Fundamentals (Clinical Experience)	90
	A. Basic Aide Skills	
	B. Review Anatomy and Physiology	
	C. Terminology	
	D. Interpersonal Relations	
	E. Medical Ethics	
IV.	Assessment - Personal	
	A. Continued Interest and Preference	
	B. Committment to Service and Education	
	TOTAL:	270

It is advisable that students who desire to continue in the health aide field take high school chemistry and biology and be able to demonstrate abilities in these subjects. Although it is not necessarily a prerequisite to enter the health aide career education program at the high school level.

Faculty

The instructor for the program is vocationally certified by the Iowa Department of Public Instruction.

For Further Information Contact:

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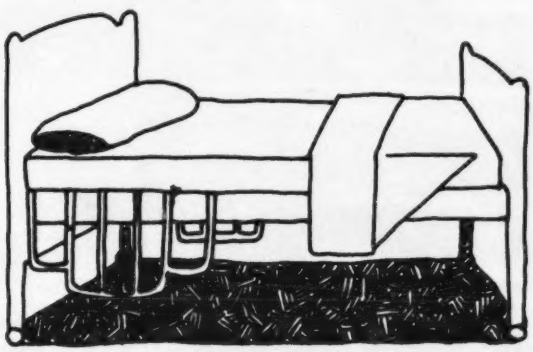
Secondary
Health Field Occupations



Iowa Central Community College

Centers at
Humboldt, Pocahontas, Clarion,
Rockwell City, Fort Dodge

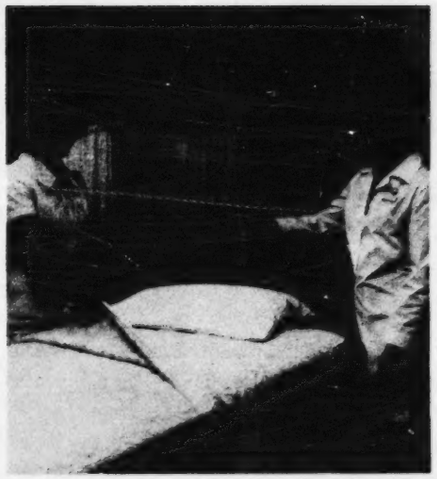
SECONDARY
HEALTH FIELD OCCUPATIONS

The Health Program is a semester secondary program which meets five days a week for half days. The Program meets in the morning. The program is open to juniors and/or seniors from the cooperating schools.

Students explore the health fields profession in the classroom, on field trips and thru clinical experience and observations at sites in the local communities. (ie., hospitals, nursing homes, optometrists, doctors, dental and chiropracters offices etc.)

Upon successful completion of the requirements, a student can become eligible for the 120 hour nurses aid certificate, which enables them to enter the health field as a nurses aide, geriatric aide or to be employed in a nursing home.

Students are made aware of their individual interests, abilities and aptitudes thru lessons in dealing with career decision making processes. This aspect to the program better prepares them to make wise career decisions after high school.



Program Enrollment

Application for admittance to the program is made through the local high school guidance counselor.

Costs and Supplies

Each student is responsible for obtaining a white uniform and white shoes to be worn for their clinical experience.

Placement

Iowa Central Community College in Fort Dodge has a placement service available to all its students.

SECONDARY
HEALTH FIELD OCCUPATIONS PROGRAM CURRICULUM

Health Aide Responsibilities

Basic Bedside Care

Determining of Vital Signs

Special Communication Skills

Introduction to Medical Science

Body Systems and Disorders

EMT Skills

Work Observation and Experience